

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>AAMA Inc.</b> Organization Name	101-804 County-District#
		George I. Sanchez Campus Name	101-804-001 Campus Number
		741696961 9-Digit Vendor ID#	4 ESC Region
		105520017110029 NOGA ID# (Assigned by TEA)	Amendment #

### Texas Title I Priority Schools Grant

#### Schedule #1 - General Information

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

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

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

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

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

**Tier I** x **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
Edward		Vargas	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
713-926-1112	713-926-8129	evargas@aama.org	

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

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

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

TEA DOCUMENT

701-10-112-356

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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>		
<b>Part 3: Applicant Information</b>		
<b>Local Educational Agency (LEA) Information</b>		
LEA Name		
George I. Sanchez Charter School		
Mailing Address Line – 1	Mailing Address Line – 2	City
6001 Gulf Freeway		Houston
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code
29	078438074	5xhfh23 <b>5FH23</b>
Campus Name	County-District Campus Number	
George I. Sanchez Charter School	101-804	
Mailing Address Line – 1	Mailing Address Line – 2	City
6001 Gulf Freeway		Houston
State	Zip Code	
TX	77023	
<b>Applicant Contacts</b>		
<b>Primary Contact</b>		
First Name	Initial	Last Name
Edward		Vargas
Telephone	Fax	Email
713-926-1112	713-926-8129	evargas@aama.org
Mailing Address Line – 1	Mailing Address Line – 2	City
6001 Gulf Freeway		Houston
State	Zip Code	
TX	77023	
<b>Secondary Contact</b>		
First Name	Initial	Last Name
David	N	Glaesemann
Telephone	Fax	E-mail
713-926-1112	713-926-8129	dglaesemann@aama.org
Mailing Address Line – 1	Mailing Address Line – 2	City
6001 Gulf Freeway	6001 Gulf Freeway	Houston
State	Zip Code	
TX	77023	

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**Texas Title I Priority Schools Grant**

**Schedule #3—Purpose of Amendment**

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

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

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

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

**Part 2: Revised Budget**

Complete this part if there are any budgetary changes.

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

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

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

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

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



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

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

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<b>Part 2: Statutory Requirements</b>			
<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
23	<p>An LEA <b>may</b> also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(B) Implement a school wide "response-to-intervention" model;</li> <li>(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;</li> <li>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</li> <li>(E) In secondary schools--             <ul style="list-style-type: none"> <li>(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;</li> <li>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</li> <li>(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</li> <li>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</li> </ul> </li> </ul>	Program Assurances	
24	<p>An LEA <b>may</b> also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(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;</li> <li>(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</li> <li>(D) Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ul>	Program Assurances	

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

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<b>#</b>	<b>TEA Assurance Description</b>		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <b>transformation model</b> , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.             <ol style="list-style-type: none"> <li>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.</li> <li>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;</li> <li>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</li> <li>D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:                 <ol style="list-style-type: none"> <li>1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>2. Are designed and developed and with teacher and principal involvement</li> </ol> </li> </ol> </li> </ol>		

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

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



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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4A—Program Abstract</b>		
<b>Part 1: Grant Eligibility</b>		
<input checked="" type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input type="checkbox"/> Tier III Eligible Campus		
<b>Identify which timeline the LEA/Campus the applicant will implement.</b>		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
<b>Part 2: Grant Program Summary.</b> Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Using TTIPS grant funds, GIS intends to implement a transformation model to address fundamental issues concerning its graduation and dropout rates and performance on State and Federal accountability measures. Under this TEA-designed program model of school intervention, GIS will continue to develop and increase teacher and school leader effectiveness in order to address the multitude of factors affecting the school's high dropout rate, low graduation levels, and poor performance on State and Federal accountability tests by all students but particularly those represented in special populations.</p> <p>Efforts at lowering dropout rates and increasing the number of students who graduate on time with their student cohort will also be addressed through a more rigorous, transparent, and equitable evaluation system for teachers and principals that takes 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.</p> <p>In implementing this intervention model, GIS plans to create a performance payment system based on financial incentives that identifies and rewards teachers, staff, and administrators who have increased student achievement and positively impacted dropout and graduation rates. Within this performance system, GIS also intends to remove those who, after ample school-funded opportunities have been provided for them to improve their professional practice, have not done so.</p> <p>Another critical part of GIS' program approach will be professional development. GIS plans on aligning its on-going, high-quality, job-embedded professional development to its local program goals and objectives that directly relate to the purpose of the grant's RFA. With technical assistance from SIRC, professional development will concentrate on tailoring instruction to the diverse needs of GIS' student body and designing comprehensive instructional reform strategies that focus on data-driven, research-based instruction aligned from one grade to the next as well as State academic standards. GIS will also increase the portion of professional development devoted to improving the school's set of social supports.</p> <p>Finally, as part of its overall strategy to increase learning time and create community-oriented schools, GIS plans on using TTIPS funds to hire additional instructional staff members to establish a flexible scheduling system that will accommodate double-blocked classes in math and science, pull-out tutorials for intensive small-group instruction, afterschool and night school classes for students needing instruction during non-school hours, and offer parents of GIS students English language classes, job-training, and social support services.</p>		



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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>															
<b>Part 1: Comprehensive Needs Assessment</b>															
<b>Section A: Campus Grade Levels</b>															
<b>Type of School</b>	<b>Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant</b>														
	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>Public School</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Open-Enrollment Charter School</b>	59	0	0	0	0	0	0	0	65	79	168	103	138	80	692
<b>Total Students:</b>	59	0	0	0	0	0	0	0	65	79	168	103	138	80	692
<b>Total Instructional Staff</b>														34	
<b>Total Support Staff</b>														20	
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>															
<b>1</b>	Surveys/ Questionnaires/ Focus groups/ Interviews/ Feedback data/ Parent conferences														
<b>2</b>	State assessment data (TAKS)(PBMAS)(Graduation, Completion, Dropout, and GED completion rates)														
<b>3</b>	AEIS Reports														
<b>4</b>	AYP student data reports														
<b>5</b>	TELPAS and AMAO results														
<b>6</b>	Classroom and school walkthrough data														
<b>7</b>	Norm Referenced Data Reports (Iowa Test of Basic Skills/NWEA)														
<b>8</b>	Student Benchmark Data														
<b>9</b>	Grade reporting data generated through PEIMS														
<b>10</b>	PDAS Evaluations														

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section C: Process</b> Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</b>		
<p>To identify the needs of the campus being served by the TTIPS grant, the LEA and campus followed a <b>five-step</b> process outlined in the United States Department of Education's guidance document on designing effective schoolwide programs. The process began by establishing a formal <b>schoolwide planning team</b> to oversee the needs assessment process. The campus principal, school superintendent, chief academic officer, and Title I Coordinator established the core planning team, which consisted of: school and district administrators; teachers representing different grades and content areas; other professional staff in the school such as guidance counselors and curriculum specialists; parents and other community members; and students. Once the planning team was created, members roles and responsibilities were identified in an effort to organize the team's work and prepare the school for change.</p> <p>Before the needs assessment began, the LEA and campus initiated a survey campaign to <b>discuss what the reformed school would look like in terms of student success</b>, and how that vision differed from what currently existed. To complete the second step of this process, questions in surveys sent out to staff, students, and parents concentrated on issues pertaining to the school's mission, its expectations for students, the responsibilities of the adults serving them, the level of collaborations and partnerships that existed among the LEA's and campus's stakeholders, and how committed the LEA and campus were to the notion of continuous improvement. This step in the overall process enabled the core planning team to gather a wide array of thoughts and opinions into a shared vision of what the school truly needed to achieve meaningful reform.</p> <p>In the third step of the process, the core planning team wanted to know how far the school was from where it wanted to be. As a result, the team decided on <b>creating a school profile</b> in order to better understand the school's student, staff, and community demographics, programs, and mission. To complete the profile, the schoolwide planning team first decided which focus areas were most essential to reform the school and how each of them reflected on the school's current status. The focus areas the core planning team concentrated on were student achievement on State and Federal assessments, the measurable goals for achievement and whether they were known by parents, teachers, and students, student mobility, dropout and attendance rates, the school's response to intervention system, current curriculum and effectiveness of instructional materials and assessment instruments, the quality and relevance of professional development provided to instructors, and outreach to parent and community stakeholders.</p> <p>The fourth step involved the team <b>gathering and organizing data in these seven focus areas</b>. In some areas, the team accessed existing data. For example, they gathered quantitative data such as student achievement results, enrollment counts, dropout rates, and graduation rates from school and district records and reports, and demographic statistics from community-based and other organizations. In other areas, however, the planning team needed qualitative data, such as employee, parent and student surveys that revealed attitudes and perceptions. To gather this information, the team used existing instruments and designed its own to be used for written surveys, face-to-face interviews, telephone interviews, focus groups, and classroom observations.</p> <p>Having both types of data, the team <b>analyzed the information</b> it collected. The team concentrated on the gap between the school's established vision for itself and its current operating state. The evidence enabled the team to draw important conclusions on the current school program and helped its members identify the needs that had emerged in all of the focus areas. Members then composed a comprehensive needs summary report and distributed it to all of the LEAs educational stakeholders.</p>		

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>			
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>			
<b>1</b>	School Superintendent		
<b>2</b>	Chief Academic Officer		
<b>3</b>	Campus principal and assistant principals		
<b>4</b>	Core subject area department chairpersons		
<b>5</b>	Elective teachers representatives		
<b>6</b>	Bilingual/ESL Director		
<b>7</b>	Special Education Coordinator		
<b>8</b>	Special Entry Program Director		
<b>9</b>	Parent focus group team		
<b>10</b>	Community Partnership Members (Comcast, Chase, Communities In Schools, Adelante Adult Center, Houston Community College)		

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<b>Part 2: Project Management</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Capacity --</b> Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>The LEA has built a strong capacity to use grant funds to provide adequate resources and related services to its campus in Houston, Texas through its parent organization, The Association for the Advancement of Mexican Americans (AAMA Inc.) The management of AAMA is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal and state programs. The organization, now in its fortieth year of existence, manages an annual budget of more than \$7,742,224 in State and Federal Title funds at its Houston campus, which it uses to support its current school programs at George I. Sanchez Charter School. AAMA ranks as the 9th largest Latino nonprofit in the nation, helping more than 23,000 people annually. AAMA has a unique campus with over 100,000 square feet in which to serve the many individuals who come to AAMA each year for education, healthcare, and drug treatment/prevention services. The organization provides a Family Healthcare Clinic on campus, which sees over 500 patients each month, and offers a full-service childcare and pre-kindergarten program and parenting courses for pregnant and parenting students. In addition, the AAMA Adelante Adult Education Center, now the largest provider of adult literacy services in Houston, has trained more than 39,000 adult learners.</p> <p>AAMA operates two pioneering high schools for students otherwise left behind. Serving more than 900 students at campuses in Houston and San Antonio, George I. Sanchez Charter Schools offer a unique educational alternative for at-risk students who have not been able to succeed in traditional large high schools. Smaller classes, intensive tutoring, night school, English as a Second Language classes, Communities in Schools, the 21<sup>st</sup> Century Afterschool Program, the GIS Dual-Credit Program, and Special Entry Accelerated Learning and Credit Recovery Program are key components of the school's innovative academic plan. GIS staff is also a critical ingredient in AAMA's ability to educate the most at-risk youth. GIS teachers and administrators share a deep empathy for at-risk youth and a commitment to improving students' educational and career opportunities. All GIS teachers meet the Federal definition for highly qualified in the subject area they teach and more than 50 percent of GIS staff have Master's degrees.</p> <p>To address issues concerning student achievement, GIS utilizes a decision-making team that consists of administrators, teachers, parents, district personnel, and community representatives. The team's core function is to meet monthly to discuss goals and strategies to address student achievement and to formatively assess educational outcomes. As part of its on-going, continuous planning process focused on student performance, the team collects quantitative and qualitative data to create and revise a campus needs assessment that it completes annually. The team uses the needs assessment to identify and target the campus' local goals and objectives for the upcoming school year and to design strategies and activities for improving student achievement. The needs that emerge from the assessment are then used to establish grant funding priorities in the school's State and Federal Title budgets. The LEA's Title I coordinator, Special Projects Director, Superintendent, chief academic officer, and campus principal, all of whom are members on the team, manage grant funds collectively and conduct ongoing and summative evaluations of grant programs to ensure that funds are allocated to school programs in a timely and effective manner that supports the district's and campus's school reform goals and objectives.</p>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Partnership/Involvement of Others</b> – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>The LEA/campus consulted with relevant stakeholders regarding this application and proposed implementation of a school intervention model through a variety of different methods. The LEA organized a web-based survey campaign that sent out opinion surveys to students, staff, parents, and the community to elicit responses on the application and the school's proposed school intervention model.</p> <p>The school superintendent then consulted with the school's focus groups—groups that consisted of staff, parents, teachers, administrators, and community members that were organized earlier in the school year—to inform stakeholders of the LEAs plans to apply for the grant and to use a school transformation model to address local issues regarding student achievement at one of its campuses.</p> <p>At the campus level, staff, parents, and community members were made aware of the application and the proposed school transformation model through the organization's web email portal; its Latino Network company home page; weekly staff meetings; face-to-face conversations; and videoconferencing. Parent conferences and workshops conducted by the school's parent liaison and Title I Coordinator were also effective ways of communicating the purpose of the grant and the means by which the campus intended to conduct its reform efforts to improve student achievement.</p>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Management of Grant Activities</b> – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>The LEA and campus will implement each of the following strategies to modify its practices and/or policies, as necessary, to ensure its implementation of the school transformation model. The LEA has already replaced the principal who led the school prior to commencement of the transformation model. Since August 2008, the new campus principal has received technical assistance through the School Improvement Resource Center's (SIRC) mentor, Herman Lee. The LEA and campus will also implement a more rigorous, transparent, and equitable evaluation system that will track and evaluate performance for teachers and principals on data regarding student growth 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.</p> <p>The LEA will also modify its staff incentive and retention policies to fully and effectively implement the school transformation model. The LEA will establish a school performance payment system to reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates. Those who failed to meet the standards of the transformational model, after ample opportunities have been provided for them to improve their professional practice, will be identified and removed from their current positions. Staff development practices will be changed in a number of different ways. Workshops will concentrate on developing job-related expertise to ensure that staff is equipped to facilitate effective teaching and learning. Priority will be given to training that develops instructional capacity and effectiveness in differentiating instruction for students from different socio-economic, linguistic, and cultural backgrounds, as well as students with diverse learning styles or those needing intensive support based on diagnosed learning disabilities. The LEA will also institute a more effective system for measuring changes in instructional practices resulting from professional development. Three teacher facilitators will be hired to monitor and assist with the implementation of instructional best practices derived from professional development. Facilitators will report directly to the district's chief academic officer and campus principal.</p> <p>Comprehensive instructional reform strategies will concentrate on providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities and to ensure that limited English proficient students acquire language skills to master academic content. As part of this overall focus, the LEA will require campus department chairpersons to promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. Departments heads will be required to complete a program needs assessment, a departmental improvement plan, and an annual program evaluation. Data will be used to measure progress of students identified as most highly at-risk and to create a schoolwide "response to intervention" model that will effectively meet the needs of all learners in a timely manner. Other instructional reform strategies include a plan to add a gifted and talented program and to expand the number of course offerings provided through its Dual Credit Program for secondary students, in order to increase the level of rigor on campus. The LEA will also add a summer transition program for entering ninth graders, freshman academy, and a comprehensive credit recovery system.</p> <p>To address the need for additional learning time and increased community engagement, the LEA will implement the following <b>schoolwide</b> initiatives: A yearly increase in the total number of hours of classroom instruction (106 hours); an advisory period added to the regular schedule to provide career counseling and guidance on individual education plans; blocked learning time for integrating math and science; afterschool and weekend school programs for intensive tutorials and core academic enrichment classes; and a night school program to credit recovery classes and job force training at Houston Community College. Efforts at engaging parents of GIS students in school activities will increase</p>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Resource Management</b> – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>The LEA will align a variety of other resources with the school improvement intervention. The LEA will use <b>foundational state program allotments</b> (High School, Career and Technology, Regular Compensatory ED/Pregnant Related, Bilingual Education, FSP Transportation, Technology, and FSP Regular) in addition to an extensive number of state and federal grants that include <b>NCLB Consolidated funds, Title I Stimulus, Title I SIP Stimulus, Title I SIP Roll Only, Title XIV State Stabilization funds, TEA Life Skills funds, Algebra Readiness Cycle I Grant funds, and IDEA B Formula and Stimulus funds.</b></p> <p>The LEA also plans on leveraging several state, national, and private organizational partnerships to assist the campus in its implementation of the chosen school improvement intervention model. <b>Houston Community College</b> will provide technical assistance to GIS counselors in registering students for dual-credit college and vocational classes, as well as aligning workforce programs to the Career and Technology program that GIS wants to expand. GIS has counseling and support group services through its <b>Communities in Schools</b> Program and offers students a variety of extended-learning opportunities through its <b>21<sup>st</sup> Century Afterschool Program</b> of which Comcast Communications is a major sponsor, providing computers, technology curriculum and instruction for students in its Digital Connectors Program. GIS also partners with the <b>Harris County Department of Education</b>, for assistance in serving youth coming from the juvenile probation system, and the national non-profit organization <b>The National Council of La Raza</b>, which provides high-quality professional development on topics directly impacting Latino youth. AAMA will continue to contract with its <b>Texas Children's Pediatric Associates-AAMA</b>, a community based collaborative health and wellness program that provides an accessible medical home to children and families. Another health service organizations involved in AAMA's health care mission is the Houston Wellness Association, which helps students engage in wellness and career-related health fields through its project called GenWellness.</p> <p><b>Genysisworks</b> will expand at GIS to offer more upperclassmen a chance to participate in various Houston area business internship programs. <b>El Paso Corporation</b> will continue to play an active role in helping AAMA provide GIS students with cutting-edge technology through its computer-donations program. <b>Deloitte and Touche</b>, one of the largest professional service organizations in the world and one of the Big Four auditors, provides AAMA with technical assistance in establishing the organization's key progress indicators. <b>The United Way</b>, which provides curriculum guidance and professional development training for childcare and Pre-kindergarten staff, child nutrition and parent training classes, will continue to partner with GIS to offer teenage parents childcare and Pre-K services. Beginning in the 2010-2011 school year, GIS will expand its daycare services to the wider Southeast Houston Community through a partnership with <b>Headstart</b>. AAMA will also partner with several of the area elementary schools as part of its community outreach efforts to vendor academic and family support services for GIS Pre-K students now attending elementary school. Case managers, working directly through the school principal, will be involved in tracking student performance and arranging appropriate school and social support services for students and parents to ensure a smooth transition from elementary school to intermediate and middle school.</p>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p><b>Mr. David Glaesemann</b>, GIS's Title I Coordinator/Grant Project Coordinator and Writer/Bilingual/ESL director, is a certified secondary education instructor with master's degrees in English and public-school education. A professional educator with more than 10 years of public-school and college-level teaching experience and six years of program administration and TEA compliance reporting, Mr. Glaesemann now manages GIS' state foundational funds, the school's Title I federal consolidated and AARA Stimulus grants, and writes and administers state cycle initiative grant applications, such as the Limited English Student Success Initiative Cycle 4 grant (\$169,500) and the Algebra Readiness Grant (\$41,500).</p>		



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

**Part 2: Project Management Cont.**

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

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

**Mr. Glaesemann**, the LEAs project manager, has been empowered by the school's superintendent to implement the school's central office with the responsibility for supporting the campus' school improvement efforts. The project manager has created a TTIPS education team to coordinate school improvement activities among key central office personnel, which will include **Mr. Edward Vargas**, Superintendent of George I. Sanchez Charter Schools, a certified Texas school principal (EC-12) with over twenty-five years of experience working in schools for the Houston Independent School District (HISD) and the nationally recognized organization Boystown; **Ms. Margaret Rodriguez**, GIS's Special Projects Director who currently oversees GIS's accounting and finance department, has twelve years of experience for the Houston Independent School District (HISD) as a certified principal (EC-12), and an additional three years as a case manager for the Department of Human Services; **Mr. Eduardo Lopez**, Campus Principal, a certified principal with teacher certifications in Special Education, ESL/Bilingual Education, and English/Language Arts 6-12 Education, who has accumulated over twenty-five years of diverse experience both in the private sector and in public education; **Dr. Helen Myers**, GIS's Chief Academic Officer who, with over twenty-five years of experience as a teacher, principal, and assistant superintendent, has had notable success in implementing research-based, data-driven educational programs that have brought about remarkable gains in student achievement; and GIS' department chairpersons **Kent Jones, Tonya Wilson, and Terri Kouba**, and lead teachers, **Sylvia Luna and Deborah Stavinoha (TTIPS Educational Team)**.

Personnel in the central office will have clearly defined roles in implementing the transformation model of school intervention. The Superintendent of Schools and the Special Projects director will work collaboratively on leveraging existing community partnerships and gathering support from new ones to provide outside support for the campus' reform efforts. Both personnel members will also share duties with the Project Manager in financial planning, record-keeping, and budget reporting to AAMA's CEO Beatrice Garza and the district's school board. The Project Manager will also work closely with the LEAs Chief Academic Officer, Campus Leaders, and TTIPS Team to provide leadership in planning and implementing academic programs funded by the grant. This implementation team will equally share responsibilities for communicating campus goals, policies and procedures related to school improvement activities, managing and assessing teaching staff funded by the grant program, and tracking, monitoring, and evaluating the effectiveness of the campus' academic programs in improving overall student achievement.

Members of the TTIPS educational team will also follow a set review and evaluation process in which members routinely meet to ensure that progress is being made toward meeting the program goals and objectives outlined in the grant. The project manager will facilitate monthly meetings with key team members on the third floor of AAMA's new school boardroom located in the AAMA Learning Center (ALC). Team members will provide the project manager with regular updates on issues regarding their assigned duties in implementing the grant and actively participate in collecting and disaggregating data trends related to the campus' school improvement efforts.

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Financially, the LEA plans to sustain the campus reforms after the funding period ends through a combination of annual federal title funds, future state initiative cycle grant awards, foundational school program money, and private donations from the LEA's community partnerships.</p> <p>The processes and policies used to implement the school improvement model will remain in place as well. The campus will continue to operate a decision making committee to address issues affecting the campus. The LEA, as part of its oversight duties, will maintain the TTIPS team to ensure that continual progress is being made toward achieving the district's local program goals and objectives. The LEA and campus will also maintain the more rigorous, transparent, and equitable evaluation system implemented during funding period in order to continue tracking and evaluating performance for teachers and principals on data regarding student growth 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. The LEA will formally set into policy the process for identifying, rewarding, or removing teachers and principals based on student achievement and high school graduation rates and will permanently implement such strategies as financial incentives, increased opportunities for promotion and career growth to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.</p> <p>The campus will also sustain the comprehensive instructional reform strategies implemented during the grant period. To ensure the continued use of data to identify and implement an instructional program that is research-based, and to promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students, the LEA will continue to incorporate Eduphoria student data management software into the school's instructional programs; utilize instructional coaches to support classroom teachers in disaggregating student achievement data to differentiate instruction and design effective interventions for individual students; and use technology-based supports to increase graduation rates through credit recovery programs and accelerated instruction methods.</p> <p>Flexible scheduling and ongoing mechanisms for family and community engagement, which facilitated increased learning time and a community-oriented school, will also be sustained as a permanent part of the campus's school program model. <b>The principal will continue to apply</b> for the Optional Flexible School Day Program (OFSDP) to offer classes during non-regular school hours and on the weekend and the LEA will continue to maintain staffing patterns to support flexible school choice options for individual students. Additional operational flexibility will be afforded by implementing a per-pupil school budget formula that is weighted based on student needs.</p>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b><i>one page each</i></b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>To recruit, screen, and select an external provider, the LEA will use a three-step process to ensure quality outside assistance is provided. The LEAs three-step process includes:</p> <p><b>Step 1: Conducting Initial Conversations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss selection criteria with the potential provider.</li> <li><input type="checkbox"/> Discuss the cost of services with the potential provider.</li> <li><input type="checkbox"/> Discuss the outcomes expected and the timetable with the potential provider.</li> <li><input type="checkbox"/> Discuss the provider's evaluation strategy.</li> </ul> <p><b>Step 2: Checking References</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask the provider for references.</li> <li><input type="checkbox"/> Contact schools or districts similar to GIS that have worked with this provider.</li> </ul> <p><b>Step 3: Reaching an Agreement on Selecting a Provider</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Ask key stakeholders to review or formally approve the choice.</li> <li><input type="checkbox"/> Build support for the choice among the wider school community.</li> </ul>		

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<b>Site Visits</b> – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
Not applicable		

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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 3: Intervention Model</b>		
<b>Section A: Intervention Model Selection Process</b>		
<b>Intervention Model to be Implemented</b> – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<div style="margin-bottom: 10px;"><input type="checkbox"/> Turnaround</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Closure</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Restart</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> Transformation</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Tier III Modified Transformation</div>		
x 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		
<b>Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</b>		

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

**Part 3: Intervention Model**

**Section B: Model Selection Process** –Describe in detail:

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

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

The LEA followed a **six-step decision-making process** to select a school intervention model that aligned to the identified needs of the campus. The process began by establishing a formal schoolwide planning team to oversee the needs assessment process. The campus principal, school superintendent, chief academic officer, and Title I Coordinator established the core planning team, which consisted of: school and district administrators; teachers representing different grades and content areas; other professional staff in the school such as guidance counselors and curriculum specialists; parents and other community members; and students. Once the planning team was created, members roles and responsibilities were identified in an effort to organize the team's work and prepare the school for change. Before continuing onto the needs assessment process, the LEA and campus initiated a survey campaign to discuss what the reformed school would look like in terms of student success, and how that vision differed from what currently existed. **To complete the second step** of this process, questions in surveys sent out to staff, students, and parents concentrated on issues pertaining to the school's purpose, its expectations for students, the responsibilities of the adults serving them, the level of collaborations and partnerships that existed among the LEA's and campus's stakeholders, and how committed the LEA and campus were to the notion of continuous improvement. This step in the overall process enabled the planning team to gather a wide array of thoughts and opinions into a shared vision of what the school truly needed to achieve meaningful reform.

**In the third step of the process**, the core planning team wanted to know how far the school was from where it wanted to be. As a result, the team decided on creating a school profile in order to better understand the school's student, staff, and community demographics, programs, and mission. To complete the profile, the schoolwide planning team first decided which focus areas were most essential to reform the school and how each of them reflected on the school's current status. The focus areas the core planning team concentrated on were student achievement on State and Federal assessments, the measurable goals for achievement and whether they were known by parents, teachers, and students, student mobility, dropout and attendance rates, the school's response to intervention system, current curriculum and effectiveness of instructional materials and assessment instruments, the quality and relevance of professional development provided to instructors, and outreach to parent and community stakeholders.

**The fourth step** involved the team in gathering and organizing data in these seven focus areas. In some areas, the team accessed existing data. For example, they gathered quantitative data such as student achievement results, enrollment counts, dropout rates, and graduation rates from school and district records and reports, and demographic statistics from community-based or other organizations. In other areas, however, the planning team needed qualitative data, such as employee, parent and student surveys that revealed attitudes and perceptions. To gather this information, the team used existing instruments or designed its own to be used for written surveys or face-to-face or telephone interviews, focus groups, or classroom observations.

**Having both types of data, the team analyzed the information it collected.** The team concentrated on the gap between the school's established vision for itself and its current operating state. The evidence enabled the team to draw important conclusions on the current school program and helped its members identify the needs that had emerged in all of the focus areas. Members then composed a comprehensive needs summary report and distributed it to all of the LEAs educational stakeholders.

**The team then used the comprehensive needs summary report to determine which school intervention model best suited both its short-term and long-term needs.** Based on the needs assessment report, the campus's capacity (e.g., performance, school culture/expectations, teacher performance, or facilities) to support dramatic school reform was high enough to eliminate the option of the school closure or restart intervention models.

The team then gave careful consideration to implementing the turnaround model, however, the needs assessment did not indicate an immediate need for replacing the current principal, who has helped the campus make strong gains in student achievement, nor did it indicate that changing the school's governance structure, and eliminating 50 percent of the current staff, were necessary. Subsequently, the LEA chose the transformation model as its option for school improvement, convinced that an emphasis on continued development of the campus's capacity in leadership effectiveness, implementing instructional reform, increasing learning time, parent and community involvement, and providing operational flexibility were the keys for effectively transforming the school.

**The LEA has developed a very detailed timeline** delineating the steps the campus will take to implement the selected intervention model:

- **May 2010**

- A. Decision-making committee uses six-step process to choose school intervention model
- B. Decision-making committee meets for two weeks to develop school transformation plan

- **June 2010**

- A. LEA informs community of school transformation plan
- B. LEA communicates leadership effectiveness expectations to current staff:
  - a. Focus on student growth;
  - b. Commitment to change instructional practices;
  - c. Career and financial incentives for improving student achievement;
  - d. The rigorous staff evaluation process and its implications;
  - e. Promoting effective staff members to leadership positions.
- C. LEA communicates leadership effectiveness expectations to all new hires
  - a. TTIPS educational team interviews instructional and administrative candidates
  - b. TTIPS educational team informs chosen new hires of leadership expectations
- D. Based on the campus needs assessment, the LEA begins providing job-embedded professional development to current and new employees
  - a. Imbedding the English Language Proficiency Standards (ELPS) training
  - b. C-Scope training
- E. Summer school credit recovery program
  - a. Traditional day program
  - b. Aventa program

- **July 2010**

- A. Summer transition program for eighth grade students matriculating to ninth grade
- B. Two-week freshman academy camp
- C. Create criteria for early warning system
- D. Pursue and hire instructional specialists
- E. Hire staff identified in **Schedule 5B: Payroll Staff**
- F. Team-building sessions

- **August 2010**

- A. Job-embedded professional development training
  - a. Effective instructional strategies for students in special populations
  - b. Promethean activboard technology training
  - c. Initial session for differentiated instruction



- d. Initial session for Sheltered Instruction Observation Protocol (SIOP) training
- e. Initial Eduphoria training
- f. Gang and drug awareness training
- g. C-Scope curriculum training
- h. Classroom management/student engagement training
- i. Assertive discipline training
- j. Response to Intervention training
- k. Instructional best practices training
- l. Team-building sessions
- B. Use formative and summative assessment data to assess teacher knowledge and changes in instructional practice resulting from professional development.
- C. Teachers disaggregate current student achievement data within departments to customize instruction to the needs of the student population being served; also use early-warning system to identify students at-risk of not meeting high achievement standards or not graduating
- D. Begin continuous block schedule for math, science, and ESL classes
- E. Start OFSDP, supporting credit recovery and smaller learning communities
- F. Add the ninth grade freshman academy to build learning communities on campus
- G. Add student behavioral supports and parent involvement activities to include:
  - a. Individual and group counseling;
  - b. Parent center;
  - c. Parent workshop trainings;
  - d. Student support groups;
  - e. Student mentoring system;
  - f. Parent organization activities;
  - g. Teacher departmental parent conferences;
  - h. Open houses and report card night celebrations.
- H. Implement gifted and talented program
- **Fall 2010-Spring 2011**
  - A. Continuously monitor progress, identify barriers and change operational norms as required:
    - a. TTIPS team conducts periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is effectively modified;
    - b. Grade level teacher facilitators assist teachers in implementing the instructional reform strategies; constantly check and assist teacher in interpreting and utilizing student growth data for improving student performance;
    - c. Frequent walkthroughs conducted by campus leaders to provide formative and summative feedback data to instructors and staff;
    - d. TTIPS team uses formative, interim, and summative assessments to ensure the grant program is having the intended impact on student achievement.
  - B. Continue to provide job-embedded professional development and additional technical support for teachers needing extra assistance.
  - C. TTIPS team works openly with TEA technical assistance provider SIRC, attending required trainings and providing requested compliance reports.

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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Empty response area		

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<b>Section C: Groups of Participants</b> – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Superintendent		
2	Chief Academic Officer and Title I Coordinator		
3	Campus Principal and assistant principals		
4	Special populations Coordinators ( <b>Special Ed, LEP/ESL</b> )		
5	Instructional Specialists/Facilitators		
6	Support staff		
7	Parent Focus Groups		
8	Student Focus Groups		
9	Community Partnership Members ( <b>HCC-Southeast, Communities in Schools, 21<sup>st</sup> Century Program, Comcast, Harris County Department of Education, Texas Children's Pediatrics Associates, Houston Wellness Association, Genysisworks, Deloitte and Touche, The United Way, Headstart</b> )		
10			

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



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

**Part 3: Intervention Model**

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

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1	Improve Student Achievement in Reading/ELA	Improving student achievement in Reading/ELA will enable more at-risk students to participate in advanced coursework in English; increase students' preparedness for state End-of-Course exams; and ensure college readiness.	"ACT research shows that rigorous reading coursework pays off. Researchers analyzed close to 400 schools across the country that are offering rigorous core courses to <i>all</i> their students — and teaching them well — and found that their students are outpacing the national averages in college and career readiness across the board" ( <b>ERIC ED506507</b> ).	08/01/10	09/30/13
1	Improve Student Achievement in Mathematics	Improving student achievement in Mathematics will enable more at-risk students to participate in advanced coursework in math; increase students' preparedness for state End-of-Course exams; and ensure college readiness.	"Students taking high-level mathematics and science courses beyond the core coursework are more prepared for college and careers than those taking only the core curriculum or less. Nationally, the percentage of students meeting or exceeding the ACT College Readiness Benchmarks is higher for students who have taken advanced coursework in math than those who have completed the regular math coursework ( <b>ERIC ED506507</b> ).	08/01/10	09/30/13
1A 1C	Utilize technology support interventions with students in need of assistance throughout the school year.	Student success in the classroom is based on a variety of techniques and strategies to enable at-risk students to succeed.	"Successful schools at all levels should provide extra-help strategies to assist student in meeting high standards in both academic and career/technical courses. An excellent tool for providing extra support is	08/20/10	08/31/10 <sup>13</sup> <i>CSA</i>

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			through technology interventions, which can help more students prepare for rigorous coursework. Technology-based methods should be considered when data show that students need a boost in their studies" <b>(ERIC ED508019).</b>		
1B	Increase access to advanced coursework to prepare students for higher education or technical training.	Promote higher-level educational opportunities for advancement. Students perform better in classes when they have a vision to excel in future opportunities	"...[S]tudies show that students who take AP courses and earn AP grades of 3 or higher are more likely to graduate from college than students who take the course but do not take the exam, who in turn are more likely to graduate than students who do not participate in an AP course at all" <b>(ERIC ED505556)</b>	08/31/10	09/15/10
1A	Establish an early warning-system for at risk students with observable criteria.	Students who enter our system and are already showing signs of being severely at risk of not graduating are not identified early enough to monitor their improvements or deficiencies. These students are most in need of interventions.	"An early warning data system can signal which students and schools are most in need of interventions. If policymakers heed the most current research, avoid the mistakes of the past, and invest sufficient up-front "research and development" dollars, they can build data systems to identify those students on the path to dropping out early enough to make a difference." <b>(ERIC ED499838)</b>	08/20/10	08/31/10

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Data disaggregation training on Eduphoria student data software management system.	Get to the root cause of problems, pinpoint where change is most needed, and guide resource allocation. Data disaggregation will also help the campus evaluate program effectiveness and the learning focused on student learning results	Data warehousing technology allows schools to collect, store, and analyze data more effectively[,] [which] support a culture of inquiry, continuous improvement, accountability, and purposeful data-driven decision-making-- cornerstones of efforts to ensure the success of all students" ( <b>ERIC EJ767092</b> ).	08/18/10	08/20/10
2B	Utilize Eduphoria (data management system) to make high quality instructional decisions for curriculum and planning.	Student performance is enhanced by teachers who utilize, disaggregate, and manage student data. In order to make decisions to increase effectiveness and quality of instruction in the classroom, quality teachers plan with data-specific factors driving their decisions.	"Data can make improvements in teaching, learning, and the organization. For data to lead to improvement, it is important to further research the concept data-driven decision making and by stressing the importance of developing teachers' competence in the use of data" ( <b>ERIC Ej872951</b> ).	08/20/10	09/10/13

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

**Part 3: Intervention Model**

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

**Critical Success Factor 3: Increase Leadership Effectiveness**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Data disaggregation training on Eduphoria student data software management system	Get to the root cause of problems, pinpoint where change is most needed, and guide resource allocation. Data disaggregation will also help the campus evaluate program effectiveness and the learning focused on student learning results	"Data warehousing technology allows schools to collect, store, and analyze data more effectively[which] support a culture of inquiry, continuous improvement, accountability, and purposeful data -driven decision-making-- cornerstones of efforts to ensure the success of all students" (ERIC EJ767092).	08/16/10	08/20/10
3A	Provide staff with differentiated instruction training.	Improve teacher quality by providing staff with techniques and strategies for tailoring instruction to meet all students' academic needs	"...[A] growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). In one three-year study, ... scholars researched the application and effects of differentiated instruction in K-12 classrooms. They found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted instruction	08/16/10	08/20/10

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			(McQuarrie, McRae, & Stack-Cutler, 2008).		
3A	Teacher Facilitator	Improve leadership effectiveness by helping teachers identify their strengths, maximizing their potential, and building their capacity.	"Front-line advice from a principal and an instructional coach helps you increase your faculties' instructional effectiveness by implementing the principles of a strength-based school: (1) ... a partnership among three elements—the building administrator, the instructional coach, and professional learning community—virtually assures that teacher professional development will be personal, meaningful and effective; (2) [...] an instructional coach can help teachers move through a Continuum of Self-Reflection directly linked to classroom effectiveness; and (3) [...] building administrators can [...] inspire, encourage, and activate the potential output of every teacher" <b>(ERIC ED509132).</b>	08/16/10	08/20/10
3A	Improve school climate through teambuilding.	Teambuilding will enable school to build a climate of high academic achievement.	"It is important for the school leader to build trust and respect among his/her teachers. A positive school climate leads to high academic achievement for all students" <b>(ERIC ED 507577).</b>	08/16/10	08/20/10
3A	Pursue instructional consultants to respond to data driven needs of teaching staff and administration.	Techniques and strategies to improve behavior, attendance, learning and retention of material needs to be updated so that teachers stay abreast of current practices. Utilizing the expertise of those consultants who study learning trends and have proven success for other districts similar to ours will benefit GIS.	Instructional consultants that target academically and socially at-risk and underachieving students can help districts increase student scores on reading, math, and language measures, as well as, lower discipline referrals <b>(ERIC ED445464).</b>	08/16/10	08/20/10

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

**Part 3: Intervention Model**

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

**Critical Success Factor 4: Improve Learning Time**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Implement Night School Programs based on the Talent Development Model	This flexible instructional program based on the Talent Development Model will enable GIS students to recover and/or earn additional class credit during non-regular school hours and improve attendance rates	"For first-time ninth-grade students in Talent Development schools, students produced substantial gains in academic course credits and promotion rates and modest improvements in attendance. The percentage of ninth-graders completing a core academic curriculum increased from 43 percent on average before the implementation of Talent Development to 56 percent after implementation began. This increase is about three times the level of increase in similar schools. Promotion rates in the Talent Development schools increased by just over 6 percentage points, while they fell by 4 percentage points in the comparison schools. Improvements in ninth-grade course credits earned, promotion, and attendance were strongest in the first three schools to begin using Talent Development, and these schools sustained improvements into the second and third years of implementation" ( <a href="http://www.mdrc.org/publications/388">http://www.mdrc.org/publications/388</a> )	09/01/10	09/10/10 <sup>13</sup> <i>aw</i>
4A	Computer-assisted credit recovery programs	A credit recovery strategy to enable overage students to earn high school credits in courses	"Districts, driven by government requirements to produce better results are using credit recovery	09/01/10	09/10/10 <sup>13</sup> <i>aw</i>



		not passed previously, improve graduation rate and reduce the drop out rate.	programs to help students in trouble get back on track and boost achievement levels for the students and districts alike. Many are implementing programs that blend face-to-face and online instruction" <b>(ERIC EJ860581)</b>		
4A	Extend learning time	Longer class periods and afterschool and weekend programs will extend the learning time necessary for students to meet campus' achievement goals and improve school climate.	"High-quality extended learning time provides school-age youth with opportunities to belong, participate in enriching activities, receive targeted academic support, and forge meaningful connections with adults and peers outside the regular school day" <b>(http://www.financeproject.org/)</b>	09/01/10	09/10/10 <i>13 all</i>
4A	Block scheduling in grades 7-9 math and science, and 7-10 ESL classes	Block scheduling will increase the amount of time math, science, and ESL teachers will have to use a variety of teaching methods to improve student achievement.	Studies indicate that "[s]hifting from a traditional schedule to a block schedule has the following effects: • Improved achievement scores in most subjects in most studies • Fewer discipline and behavior problems • Increase in credits earned by students • Students could retake failed courses • Improved attendance • Improved school climate • Improved teacher attitudes • Improved student attitudes • Improved implementation of inclusion" <b>(http://www.principalspartnership.com)</b>	09/01/10	09/10/10 <i>13 all</i>
4A	Saturday school program to include credit recovery, course remediation, and classes for initial credit.	Provide students who are behind in credits or not on grade level an opportunity to catch up and improve their grades and academic achievement.	"Several studies on linking Saturday school programs to student achievement show that students who are behind in reading and math can catch up to grade level with additional instruction and tutoring. Data on Saturday school programs also show that Saturday schools often lead to better grades, higher academic	09/01/10	09/10/10 <i>13 all</i>

			achievement, and increased interest in schools" (ERIC ED480536).		
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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A	Implement and utilize a parent center on campus.	Provide a place where parents can meet to provide input, obtain general information, obtain outreach services from the community.	Districts incorporating parent centers as a means for increasing parent involvement in schools have achieved more success than districts that rely solely on community outreach efforts ( <b>ERIC ED505025</b> )	09/16/10	09/20/10 <i>13</i>
5B	Provide gang and drug awareness training.	Increase parent and community awareness on and provide successful strategies for gang and drug interventions.	"Reviews of programs that promoted mental health in schools (including preventing gang violence and aggression and substance abuse) show these programs to be among the most effective ones in promoting health among teenage students" ( <a href="http://www.who.org">http://www.who.org</a> )	08/16/10	08/16/10 <i>13</i>
5C	Provide on-campus family counseling	Family counseling services will provide awareness and equip family members with knowledge to help their children change behavior patterns that have a negative impact on school performance.	"Psychologists and counselors know that there is a relationship between family behavioral patterns and a child's school performance. Family counselors in schools can help families make changes, including establishing behavioral norms, setting family goals, assisting with understanding family roles, and developing family conflict resolution strategies" ( <b>ERIC ED393058</b> ).	09/10/10	09/16/10 <i>13</i>
5D	Hire a parent liaison to coordinate parent involvement activities on the campus.	A parent liaison will help the campus better coordinate parent activities and increase parent involvement.	"Parent liaison positions have helped many school districts increase parent involvement" ( <b>ERIC ED378300</b> ).	09/10/10	09/16/10

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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
6A	Provide individual counseling for students.	Individual counseling will equip students with social, emotional, and behavioral support skills necessary for changing personal behaviors that negatively impact student performance.	According to researchers, students who had counseling showed improvement in attitudes, behaviors, and academic performance in both the short term (first six months) and long term ( <a href="http://www.ablongman.com/helpingprofessionals/coun/ppt/school">http://www.ablongman.com/helpingprofessionals/coun/ppt/school</a> )	09/16/10	09/30/13
6AB	Utilize counselor-student support groups on campus	Student support groups led by campus counselors will give students a sense of belonging, develop important social and communication skills, and create a feeling of self-worth.	"Student-support groups increase the sense of belonging that many adolescents crave on a school campus. Support groups also provide students with a viable problem-solving mechanism, and enable students to polish various social and communication skills, while improving their sense of responsibility and feelings of worth" ( <b>ERIC ED340986</b> ).	09/16/10	09/30/13
6AB	Provide student mentoring program for highly at-risk students.	The ultimate goal of the program is to improve student academic and behavioral outcomes through the guidance and encouragement of a volunteer mentor.	Impact evaluations of school-based student mentoring efforts suggest that school-based programs have the potential to improve students' academic performance, behavior in school, and school attendance (Herrera et al., 2007). Two experimental studies of the Across Ages mentoring program ( <b>Taylor et al., 1999; Aseltine et al., 2000</b> ), which has characteristics of both school- and	09/16/10	09/30/13

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			community-based programming, found that the program led to lower levels of student substance use and problem behaviors and stronger attachment of students to school and their families ( <b>Taylor et al., 1999; Aseltine et al., 2000</b> ),		
6A 6B 6C	Provide summer transition program for middle school students transitioning from eighth to ninth grade.	The overall summer program objective is to maximize the retention, academic achievement, graduation, and educational development of middle school students transitioning to ninth grade.	"Administrators and teachers who use summer transition programs for middle school students in eighth grade can make students' ninth grade experience a successful one. Students participating in transition programs have lower dropout rates, enhanced student achievement, and feel safer and more confident" ( <a href="http://www.eyeeoneeducation.com/">www.eyeeoneeducation.com/</a> ).	09/16/10	09/30/13
6A 6B 6C	Create small learning communities through an academy for freshman high school students.	Small learning communities benefit students through peer interaction, teambuilding, and sense of belonging.	"Many campuses are adopting freshman learning centers (FLCs) in order to boost retention. FLCs take many forms, but they typically involve enrolling small groups of students in two or more classes together during their first semester in order to create community and promote academic and social involvement....nine years of quantitative data on first year student cohorts clearly demonstrate that FLC participants do better academically than non-FLC members. Learning communities are increasingly because they work. Evidence suggests that learning communities succeed across a range of institutional types and students" ( <b>ERIC EJ858353</b> )	09/16/10	09/30/13

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Add additional pages as needed.

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

**Part 3: Intervention Model**

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

**Critical Success Factor 7: Increase Teacher Quality**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A	Provide gang and drug awareness to teachers.	Increase staff knowledge to in order to raise awareness of gang and drug abuse.	"Reviews of programs that promoted mental health in schools (including preventing gang violence and aggression and substance abuse) show these programs to be among the most effective ones in promoting health among teenage students" ( <a href="http://www.who.org">http://www.who.org</a> ).	08/16/10	08/16/10
7B	Provide staff with differentiated instruction training	Improve teacher quality by providing staff with techniques and strategies for tailoring instruction to meet all students academic needs	"...[A] growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). In one three-year study, ... scholars researched the application and effects of differentiated instruction in K-12 classrooms. They found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, especially when the differentiation was delivered in small groups or with targeted	08/16/10	08/20/10



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			instruction (McQuarrie, McRae, & Stack-Cutler, 2008).		
7B	Provide staff with effective classroom management strategies training.	Improve teachers' capacity to increase student motivation, engagement, attendance, and academic achievement.	"Instructors trained in effective classroom management techniques [...] improved student motivation, attendance and achievement" (ERIC ED291700)	08/16/1 0	08/20/10
7B	Provide staff with Response to Intervention Training (RTI)	Improve teachers' ability to utilize a tiered, research-based intervention system for addressing the needs of students struggling to meet the high academic standards and graduation.	"Response to intervention RTI is a framework for providing interventions and services at increasing levels of intensity until students succeed. The framework helps teachers and schools provide instruction and interventions matched to student needs, monitor progress frequently to guide decisions about changes in instruction or goals, and apply data to important education decisions" (Batsche et al. 2005)(ED506348)	08/16/1 0	08/20/10
7B	Provide staff with instructional Best Practice training.	Improve teachers' knowledge level and utilization of instructional best practices to increase student achievement gains on state criterion- referenced tests	"Schools that design research-based professional development programs based on effective schools research and instructional best practices resulted in real achievement gains on state criterion-referenced tests determining high school graduation." (ED434875)	08/16/1 0	08/20/10
7B	Utilize teacher facilitators	Improve teacher quality by having instructional facilitators model, coach, monitor, and support instructional best practices for classroom teachers.	"Front-line advice from a principal and an instructional coach helps you increase your faculties' instructional effectiveness by implementing the principles of a strength- based school: (1) ... a partnership among three elements—the building administrator, the instructional coach, and professional learning community—virtually assures that teacher professional development will be personal, meaningful and effective;	08/16/1 0	08/20/10

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			(2) [...] an instructional coach can help teachers move through a Continuum of Self-Reflection directly linked to classroom effectiveness; and (3) [...] building administrators can [...] inspire, encourage, and activate the potential output of every teacher" (ERIC ED509132).		
7C	Create and utilize a career and financial incentives system.	Improve the recruitment and retention of identified staff who increase student achievement and high school graduation rates.	<p>"Economic analysis of teacher pay has shown that high-ability teachers leave the profession in disproportionate droves due, in large part, to the extreme 'pay compression' between high and low performers. Between the mid-1960s and 2000.</p> <p>In several research studies, teachers were significantly more satisfied with incentive pay systems than single salary system. In contrast to common beliefs, the program did not lead to counterproductive competition among staff members. Also, the school environment is more positive with pay incentive systems and positive results on student were found."</p> <p>(<a href="http://www.uark.edu/ua/op">www.uark.edu/ua/op</a>)</p>	08/31/10	09/10/10

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	<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>	

**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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by telephone/e-mail/FAX on _____ by _____ of TEA.		
<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)</b>		
<b>Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing ongoing monitoring of grant activities to ensure continuous improvement</b>		
<p>The LEA will use a five-step process to monitor grant activities to ensure that student achievement results show continuous improvement. First, the LEA will use the assembled <b>TTIPS educational team</b> for conducting all program monitoring, which will remain in place throughout all the activities in the Monitoring process. Participants of the TTIPS Educational team will meet monthly and will be assigned to analyze student data trends, patterns, and issues related to individual components of the grant program.</p> <p>At monthly committee team meetings, TTIPS participants will use a <b>focused data analysis</b> process to collect, analyze, and monitor student achievement data relating to the grant program. The team will use a series of continuous improvement plan templates to analyze formative assessment data, such as teacher lesson plans, principal walkthroughs, staff, student, parent, and professional development training surveys, attendance reports, and mini-benchmark assessments aligned to state TEKS objectives, as well as summative assessments that include PDAS evaluations, Eduphoria student management reports, student benchmark data, AEIS, TELPAS, PBMAS, AYP, AMAOs, accountability data, and end-of-the year grant program evaluations from a national program evaluator. The team will use these student performance results to identify factors contributing to any program concerns related to program design; instructional placement, planning, and materials and student support; acquisition and retention, development of staff; parental involvement and support; and program evaluation.</p> <p>For core issues and concerns identified, the TTIPS educational team will then <b>identify the end results/goals</b> of improvement based on the team's analysis and goal-setting activities and reflect these goals in the desired results column of the CIP template. The team will detail the activities/steps planned by the team to achieve each desired result and align them to evidence of change criteria to ensure progress has been made.</p> <p><b>The team will then determine all resources</b> (human, fiscal, and material) to be used for the implementation of the activities targeted to the desired results. The team will document all resources to be implemented in the improvement activities and record them in the Resources Column on the CIP template. In addition, the core analysis team will document all timelines for initiation of activities as well as future interim evaluations (formative) benchmarks and final evaluation (summative) timelines that relate to each desired result. The core analysis team will also detail any additional activities or adjustments to planned activities which will be implemented if interim evaluation data are not in line with the desired target result/goal.</p> <p><b>Finally</b>, the team will disseminate the planned activities to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation. The LEA will continue to conduct ongoing monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance.</p>		

by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<u>101-804</u> County-District No.  _____ Amendment No.
<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4C—Performance Assessment and Evaluation</b>		
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<b>Section B: Formative Evaluation-</b> Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>At monthly committee team meetings, TTIPS participants will use a <b>focused data analysis</b> process to collect, analyze, and monitor student achievement data relating to the grant program. The team will use a series of continuous improvement plan templates to analyze formative assessment data, such as teacher lesson plans, principal walkthroughs, staff, student, parent, and professional development training surveys, attendance reports, and mini-benchmark assessments aligned to state TEKS objectives. The team will use these student performance results to identify factors contributing to any program concerns related to program design; instructional placement, planning, and materials and student support; acquisition and retention, development of staff; parental involvement and support; and program evaluation.</p> <p>For core issues and concerns identified, the TTIPS educational team will then <b>identify the end results/goals</b> of improvement based on the team's analysis and goal-setting activities and reflect these desired goals in the desired results in the column of the CIP template. The team will detail the activities/steps planned by the team to achieve each desired result and align them to evidence of change criteria to ensure progress has been made.</p> <p><b>The team will then determine all resources</b> (human, fiscal, and material) to be used for the implementation of the activities targeted to the desired results. The team will document all resources to be implemented in the improvement activities and record them in the Resources Column on the CIP template. In addition, the core analysis team will document all timelines for initiation of activities as well as future interim evaluations (formative) benchmarks and final evaluation (summative) timelines that relate to each desired result. The core analysis team will also detail any additional activities or adjustments to planned activities which will be implemented if interim evaluation data are not in line with the desired target result/goal.</p> <p><b>Finally,</b> the team will disseminate the planned activities to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation. The LEA will continue to conduct ongoing monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance.</p>		



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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 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

Participants on the TTIPS Educational team will collect qualitative and quantitative program data through a variety of data collection methods. The educational team will obtain relevant **quantitative data** from several student management systems, Eduphoria, WebCCAT, PEIMS, AEIS, PBMAS, AMAO, TELPAS, and the NCLB homepage. The team will also administer staff, student, and parent satisfaction surveys with closed-ended questions on a regular basis in order to gauge the level of perceived satisfaction with the grant program. To collect an array of campus-level data (e.g. student discipline referral data, attendance reports, leaver data, graduation cohort reports, benchmark reports, principal walkthrough observations) a data entry specialist will be responsible for inputting, managing, and disseminating data to TTIPS team members upon request. **Qualitative data collection methods** include in-depth interviews, one-on-one interviews that provide rich unbiased information; student-staff-parent focus groups to generate convergence and consensus among stakeholders impacted by grant activities; and field studies, such as classroom observations, department chair walkthroughs, home visits, parent conferences, and staff meetings to gain a sense of the overall level of satisfaction on how grant activities may be progressing.

At monthly committee team meetings, TTIPS participants will use a **focused data analysis** process to collect, analyze, and disaggregate student achievement data relating to the grant program. The team will use a series of continuous improvement plan templates to analyze qualitative as well as summative assessments. The team will use these student performance results to identify factors contributing to any program concerns related to program design; instructional placement, planning, and materials and student support; acquisition and retention, development of staff; parental involvement and support; and program evaluation.

For core issues and concerns identified, the TTIPS educational team will then **identify the end results/goals** of improvement based on the team's analysis and goal-setting activities and reflect these desired goals in the desired results in the column of the CIP template. The team will detail the activities/steps planned by the team to achieve each desired result and align them to evidence of change criteria to ensure progress has been made.

**The team will next** determine all resources (human, fiscal, and material) to be used for the implementation of the activities targeted to the desired results. The team will document all resources to be implemented in the improvement activities and record them in the Resources Column on the CIP template. In addition, the core analysis team will document all timelines for initiation of activities as well as future interim evaluations (formative) benchmarks and final evaluation (summative) timelines that relate to each desired result. The core analysis team will also detail any additional activities or adjustments to planned activities which will be implemented if interim evaluation data are not in line with the desired target result/goal.

**Finally**, the team will disseminate the planned activities to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation. The LEA will continue to conduct ongoing monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Developing the campus' performance goals began by forming a school wide educational team known as the <b>TTIPS Education Team</b>. The campus principal, school superintendent, chief academic officer, and Title I Coordinator established the TTIPS Educational Team, which consisted of: school and district administrators; teachers representing different grades and content areas; other professional staff in the school such as guidance counselors and curriculum specialists; parents and other community members; and students.</p> <p>Once established, the team collected a variety of <b>qualitative and quantitative data</b> through student management data systems; staff, student, and parent satisfaction surveys; an array of campus-level data (e.g. student discipline referral data, attendance reports, leaver data, graduation cohort reports, benchmark reports, principal walkthrough observations); include in-depth, one-on-one interviews; student-staff-parent focus groups field studies, such as classroom observations, department chair walkthroughs, home visits, parent conferences, and staff meetings.</p> <p>After collecting an array of data samples, TTIPS participants met daily for one month to conduct a campus needs assessment from which the campus goals were derived. To accomplish this task, the team used TEA-designed <b>focused data analysis</b> templates, which allowed the team to describe issues and findings related to student achievement contained in the data samples it had collected. The team then used a section of the templates to write a current description of all of the school programs. The description enabled the TTIPS team to identify key areas for improvement, which the team then recorded on the last section of the template. The key areas for improvement then became the guiding factors the team used to generate the campus goals for the TTIPS grant application.</p>		



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<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Empty response area		

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Standard Application System (SAS)**

**School Years 2010-2013**

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Amendment No.

**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS	74%	80%	87%	95%
2	Improve Student Achievement in Mathematics	TAKS	50%	75%	83%	93%
3	Improve Student Achievement in Science	TAKS	49%	52%	55%	57%
4	Improve Student Achievement in Social Studies	TAKS	80%	83%	86%	90%
5	Improve Graduation Rate	AEIS	34%	44%	54%	70%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the percentage of teachers using data to improve instruction	Eduphoria AEIS-It	90%	95%	100%	100%
2	Improve ongoing data communication within departments	PDAS Domain VIII (mastery) Meeting Minutes	25%	50%	75%	95%
3	Increase the percentage of teachers and staff trained on data disaggregation techniques	Professional Development Sign-in sheets	85%	95%	100%	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 Leadership Effectiveness—** Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of teachers and staff attending high-quality, job-embedded professional development.	Sign-in sheets Walkthroughs PDAS	90%	100%	100%	100%
2	Increase the number of teachers and staff changing instructional practices resulting from professional development	Sign-in sheets Walkthroughs PDAS	80%	90%	95%	100%
3	Increase the amount of compensation to attract and retain teachers	Performance Payments	1,500-2,700 Stipends	2,000-2,700 Stipends	2100-2900 Stipends	2200-3000 Stipends
4	Increase the amount of compensation to attract and retain campus principals	Performance Payments	0	2,000-3,000 Stipends	2,500-3,500 Stipends	2,700-4,000 Stipends
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the hours of instruction in core academic subjects for all students.	Tutorial sign-in sheets and attendance records	3 hrs/day 15 hrs/wk	4.8 hrs/day 24-28 hrs/wk	4.8 hrs/day 24-28 hrs/wk	4.8 hrs/day 24-28 hrs/wk
2	Increase the total number of students attending Saturday school for academic enrichment and tutoring.	Saturday school attendance records	110 (average)	130 (average)	150 (average)	175 (average)
3	Increase the total number of students attending night school credit recovery/acceleration, or enrichment.	Night school attendance records	10	50	75	100
4	Increase the total number of students participating in positive behavior support services.	Support service attendance records	8%	16%	24%	32%
5						

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of partnerships with parent organizations and other state, local, and private agencies	Partnership agreements	20	25	30	35
2	Increase the total number of parents participating in positive behavior support services	Support service attendance records	10	20	40	60
3	Increase the total number of parents participating in school sponsored activities and organizations	PTO membership/ School activity/ parent conference sign-in sheets	150 (average)	200 (average)	250 (average)	250 (average)
4	Increase the total number of full-time staff in the campus' parent liaison office	Human Resource Records	0	1	2	2
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	Increase the percentage of students participating in positive behavior support services.	Support service attendance records	8%	16%	24%	32%
2	Increase the total number of students participating in extracurricular school activities.	Extracurricular attendance records	100	150	200	250
3	Increase the total number of students enrolled in advanced academic programs, such as gifted and talented and the Early College Program.	GT and Early College Class Enrollment Data	45	60	70	100
4	Increase the percentage of parents reporting a positive perception of school environment.	Parent Questionnaires/ Surveys	70%	85%	95%	95%
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	Increase the percentage of teachers using data to improve instruction.	Eduphoria AEIS-It Electronic Grade book	80%	95%	100%	100%
2	Increase the percentage of instructional staff trained on data disaggregation techniques.	Professional Development Sign-in sheets	85%	95%	100%	100%
3	Increase the number of teachers and staff attending high-quality, job-embedded professional development.	Sign-in sheets Walkthroughs PDAS	90%	100%	100%	100%
4	Increase the amount of compensation to attract and retain all effective staff.	Performance Payments	\$ 0	\$200-3,000 Stipends	250-3,500 Stipends	300-4,000 Stipends
5	Increase the number of teachers and staff improving instructional practices resulting from professional development.	Sign-in sheets Walkthroughs PDAS Likert Scale Facilitator Reports	80%	90%	95%	100%

**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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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>School Years 2010-2013</b>		Amendment No.	
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>					
<b>No Barriers</b>					
<b>#</b>	<b>No Barriers</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
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"/>	
<b>Barrier: Gender-Specific Bias</b>					
<b>#</b>	<b>Strategies for Gender-specific Bias</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
A01	Expand opportunities for historically underrepresented groups to fully participate	x	<input type="checkbox"/>	<input type="checkbox"/>	
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>					
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
B01	Provide program information/materials in home language	x	<input type="checkbox"/>	x	
B02	Provide interpreter/translator at program activities	x	<input type="checkbox"/>	x	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	x	<input type="checkbox"/>	x	
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	x	<input type="checkbox"/>	x	
B05	Develop/maintain community involvement/participation in program activities	x	<input type="checkbox"/>	x	
B06	Provide staff development on effective teaching strategies for diverse populations	x	x	x	
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	x	<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"/>	x	<input type="checkbox"/>	
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	x	
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	x	
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	x	
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"/>	x	
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	x	
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	x	
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	x	



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

**Barrier: Gang-Related Activities**

#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	x	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	x	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	x	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	x	<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.	x	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	x	<input type="checkbox"/>	x
C08	Provide community service programs/activities.	x	<input type="checkbox"/>	x
C09	Conduct parent/teacher conferences.	x	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	x	<input type="checkbox"/>	x
C11	Establish partnerships with law enforcement agencies.	x	<input type="checkbox"/>	x
C12	Provide conflict resolution/peer mediation strategies/programs.	x	<input type="checkbox"/>	x
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	x	<input type="checkbox"/>	x
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	x	<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.	x	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	x	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	x	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	x
D05	Provide mentor program.	x	<input type="checkbox"/>	<input type="checkbox"/>

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

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**Texas Title I Priority Schools Grant**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	x
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	x
L03	Establish/maintain timely record transfer system.	<input type="checkbox"/>	<input type="checkbox"/>	x
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"/>	x
M02	Conduct home visits by staff.	<input type="checkbox"/>	x	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	x
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	x	x
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	x
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	x
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	x
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	x
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	x
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"/>	x
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	x
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	x
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	x
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5—Program Budget Summary</b>				
<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>		
<b>Project Period: August 1, 2010 through June 30, 2013</b>				
<b>Class/Object Code and Description</b>	<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b>	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>
Payroll Costs	5B 6100 \$4,270,790	\$ 0	\$ 0	\$ 4,270,790
Professional and Contracted Services	5C 6200 \$201,780	0	0	\$201,780
Supplies and Materials	5D 6300 \$519,930	0	0	\$519,930
Other Operating Costs	5E 6400 \$100,000	0	0	\$100,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX 0	0	0	0
Total Direct Costs		\$5,092,500	0	\$5,092,500
3% Indirect Costs			\$157,500	\$157,500
<b>Grand Total</b>				
Total Budgeted Costs:		\$ 5,250,000	\$ 0	\$ 5,250,000
<b>Administrative Cost Calculation</b>				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				5,250,000
Multiply by .05 (5% limit)				X .05
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 262,500

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #5—Program Budget Summary</b>		
<b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b>		
Year 1: SY 2010-2011 \$1,750,000 Year 2: SY 2011-2012 \$1,750,000 * Year 3: SY 2012-2013 \$1,750,000 *  * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
<b>Provide any necessary explanation or clarification of budgeted costs</b>		
<b>Professional Extra Duty Staff Pay (6119):</b>  \$496,540 will provide support staffing for the extended learning time on campus by providing \$82,756 in extra duty staff pay and will provide funding for the performance incentive system paid as stipends to teachers and principals that demonstrate effectiveness in increasing student achievement and lowering the dropout rate.		
<b>Support Staff Extra Duty Pay (6121):</b>  \$59,850 will support GIS' night school program by providing funding for 1 teacher/clerical aide to work 20 additional hours a week for 185 days at \$16.00 per hour.		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
<b>Instruction</b>						
1	Teacher	Sheltered Instruction teachers for LEP/ESL students	5		\$	\$ 630,000
2	Educational Aide	Provide support to sheltered instruction teachers	12			648,000
3	Tutor	Provide intensive, small group instruction for pull-out, afterschool, and weekend tutorial program	10			756,000
4	Teacher Facilitator	Responsible for training, evaluating, mentoring, and improving classroom teachers' skills	3			450,000
<b>Program Management and Administration</b>						
5	Project Director					
6	Project Coordinator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk	Responsible for inputting program data	2			75,000
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist	Responsible for evaluating all grant program activities	1			5000
<b>Auxiliary</b>						
12	Counselor	Reduce counselor to student ratio; counsel students on career and college options; manage behavior support programs	2			150,000
13	Social Worker	Provide individual and group counseling support	3			342,000
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	Organize parent groups; increase frequency of communication between parents and campus staff	1			135,000
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse	Provide basic medical care to students who become ill	1			126,000
<b>Other Employee Positions</b>						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	<b>Subtotal Employee Costs</b>				<b>\$</b>	<b>3,317,000</b>

Adjustments made on this page and confirmed by phone by Mr. Glaesemann to Carla Stawert-Sevier on TEA 9/7/10

CD# 101-804 *all*

<b>Substitute, Extra-Duty, Benefits</b>				
27	6112	Substitute Pay	\$	\$
28	6119	Professional Staff Extra-Duty Pay Teacher incentive pay Principal incentive pay		496,540
29	6121	Support Staff Extra-Duty Pay		59,850
30	6140	Employee Benefits		397,400
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>		\$	\$ <del>958,790</del> <b>953,790</b>
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>		\$	\$ 4,270,790



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**Texas Title I Priority Schools Grant**

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

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

**Subtotal**

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

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

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Sheltered Instruction Training/Provide core area content teachers with a research-based instructional method for teaching the state's TEKS-based curriculum to English language learners/Region 4 ESC will provide service	4500	0	4500
2.	Differentiated Instruction Training/Provide teachers and instructional staff with highly effective strategies to differentiate instruction to improve student achievement/Region 4 ESC will provide service	4500	0	4500
3.	Gang and drug awareness training/Provide teachers, staff, and parents with training to raise awareness on drug and gang-related issues affecting families, school, and the community/Houston Mayor's Commission will provide training	4500	0	4500
4.	Response to intervention Training/Provide teachers and staff with a research-based, tiered-model for conducting academic interventions/Region 4 ESC will provide service	4500	0	4500
5.	Instructional Best Practices Training/Provide teachers, staff, and administrators with training on current, research-based instructional practices that improve student achievement/Region 4 ESC will provide service	4500	0	4500
6.	Eduphoria training/provide training on using student data management software to make informed instructional decisions	3000	0	3000
7.	Training on Aventa Credit Recovery Software/train and orient personnel on software	4,000	2,000	4,000
8.	Promethean Activboard Best Practices Training	5,000	0	5,000
9.	Mentor Training/provide training to staff and community mentors on effective mentoring techniques	3,000	0	3,000
10.	Student Support Group Training/provide counselors and students with training on effective support group strategies	3,000		3,000
11.				
12.				
13.				

**Subtotal**

**Professional and Consulting Services Less than \$10,000**    \$ 2,000    \$ 40,500

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

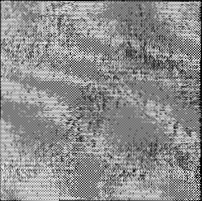
**1. Description of Professional or Consulting Service (Topic/Purpose/Service):**

Educational Consultant/provide ongoing, comprehensive discipline management/classroom engagement training for all teachers and instructional staff/Service will be provided through educational consultant Debra Mullinex

CD# 101-804 *AM*

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

Educational Consultant/provide ongoing, comprehensive discipline management/classroom engagement training for all teachers and instructional staff/Service will be provided through educational consultant Debra Mullinex

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs	1	\$ 81,000	\$	\$ 81,000
	Title: Lead consultant and facilitator				
	Subgrants, Subcontracts, Subcontracted Services				
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (0%)				
Total Payment:			\$ 81,000	\$	\$ 81,000

*AM*

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  ELPS Training/Provide core area content teachers with training in implementing state-mandated English language proficiency standards into the school curriculum/Region 4 ESC will provide service				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs Title:		\$26,280	\$0	\$ 26,280
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$ 26,280	\$	\$ 26,280
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  Ongoing facilitator/campus leader training/to orient personnel to grant activities and best practices				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs Title:		27,000	0	27,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		27,000	0	27,000
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  Training for parents in best practices for disciplining teenagers, computer training, budgeting, conflict resolution, conversational English, and accessing social services				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs Title:		27,000	0	27,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		\$	\$	\$
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		27,000	0	27,000
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		40,500		40,500
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		161,280		161,280
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
<b>Grand Total:</b>		201,780		201,780

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
Expense Item Description		Pre-Award	Total Budgeted			
6399	Technology Hardware- Not Capitalized		\$	\$ 394,500		
	#	Type			Purpose	Quantity
	1	Laptops			Support differentiation of instruction and provide more students with readily available technology access to intervention supports	300
	2	Laptop carts			Carts for laptops	10
	3	Laser Printers			Printers will support project-based learning activities in reading and math	5
	4	Laminating Machine			Laminate instructional and TAKS Motivational Posters	1
	5	Headsets	Support differentiated instruction for students in special populations	300		
6399	Technology Software- Not Capitalized		0	9,180		
6399	Supplies and Materials Associated with Advisory Council or Committee					
<b>Total Supplies and Materials Requiring Specific Approval:</b>				403,680		
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>						
<b>Grand Total</b>			<b>\$ 0</b>	<b>\$ 519,930</b>		

300 laptops X 1,200/unit=360,000

10 laptop carts X 1,000/unit=10,000

5 Laser Printers X 800/unit=4,000

1 Laminating machine=1,500

300 headsets X 63.34/unit=19,000

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$ 0	\$ 55,000
	Specify purpose:	Attend conferences and workshops on topics related to dropout prevention and improved student achievement			
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				15,000
	Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)			0	5,000
	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)			0	15,000
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)			0	10,000
	Specify name and purpose of organization:				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose:	Publication costs related to advertising parent involvement activities to the community			
<b>Total 64XX- Operating Costs Requiring specific approval:</b>				0	100,00
<b>Remaining 6400 – Other Operating Costs that do not require specific approval:</b>					
<b>Grand Total</b>				<b>\$ 0</b>	<b>\$ 100,00</b>

**SCHEDULE #6A**GENERAL PROVISIONS &  
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**101-804

County-District No.

**Texas Title I Priority Schools Grant**

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

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

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

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	101-804 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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.

<b>SCHEDULE #6A – cont.</b>  GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	101-804  County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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**101-804

County-District No.

**Texas Title I Priority Schools Grant**

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

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

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

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

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

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

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

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

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

<b>SCHEDULE #6A – cont.</b>  GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	   <u>101-804</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

<b>SCHEDULE #6A – cont.</b>  GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	   <u>101-804</u> County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].

**EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.

**FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.

**GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.

**HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.

**II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.

**JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.

**KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	101-804 County-District No.
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**LL. High-Risk Status, Special Conditions, and Enforcement Actions:** Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>101-804</u>  County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

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

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



<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federal grants regardless of the dollar amount	<u>101-804</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

#### **Certification**

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

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

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

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

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

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>101-804</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

11/89  
 03/90

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



<b>SCHEDULE #6D -</b> Disclosure of Lobbying Activities	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	101-804 County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)  
**Do not sign and submit this disclosure form unless lobbying activities are being disclosed.**

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

**SCHEDULE #6E**NCLB ACT PROVISIONS &  
ASSURANCES101-804

County-District No.

**Texas Title I Priority Schools Grant**

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

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

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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.



<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	  <u>101-804</u> County-District No.
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#### Federal Statutory Requirements

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



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

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individual students.

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

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

#### **Statutory Program Assurances**

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

#### **TEA Program Assurances**

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



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

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

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

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

**Terms defined:**

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	   <u>101-804</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule
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<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	<u>101-804</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		



**Internal Revenue Service**

**Date:** November 16, 2004

Association For The Advancement of  
Mexican Americans  
6001 Gulf Fwy. Bldg. B-1  
Houston, TX 77023-5423

**Department of the Treasury**  
**P. O. Box 2508**  
**Cincinnati, OH 45201**

**Person to Contact:**  
Brenda Fox 31-07209  
Customer Service Representative  
**Toll Free Telephone Number:**  
8:00 a.m. to 6:30 p.m. EST  
877-829-5500  
**Fax Number:**  
513-263-3756  
**Federal Identification Number:**  
74-1696961

Dear Sir or Madam:

This is in response to your request of November 16, 2004, regarding your organization's tax-exempt status.

In February 1972 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,

Janna K. Skufca, Director, TE/GE  
Customer Account Services

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>George I. Sanchez</b> LEA Name	101804 County-District#
by telephone/e-mail/FAX on _____ by _____ of TEA.		George I. Sanchez Campus Name	001 Campus Number
		741696961 9-Digit Vendor ID#	04 ESC Region
		NOGA ID# (Assigned by TEA)	Date of Report

**Texas Title I Priority Schools Grant**

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

**Option 1 Timeline Due to TEA no later than August 31, 2010.**

**Option 2 Timeline Due to TEA no later than February 1, 2011.**

**May be submitted any time prior to deadline.**

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

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

**Part 1: Identified Needs**

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

**1. Improve Academic Performance**

<b>Milestones</b>		<b>GIS will need to utilize technology support interventions with students in need of assistance throughout the school year.</b>
	<b>A</b>	<b>The campus leader will need to collaboratively establish an early warning-system for at risk students with observable criteria</b>

	B	GIS has a strong need to increase access to advanced courses to prepare students for higher education or technical training.
	C	GIS has a campuswide need to utilize technology support interventions with students in need of assistance throughout the school year. GIS needs to pursue instructional consultants who can respond to the data driven needs of teaching staff and administration
<b>2. Increase the Use of Quality Data to Drive Instruction</b>		
Milestones	A	All GIS staff need data disaggregation training on Eduphoria, the student data software management system.
	B	Instructional staff and campus administrators need to utilize Eduphoria (data management system) to make high quality instructional decisions for curriculum and planning.
	C	GIS will need to continue to use the TTIPS Committee and schoolwide PLCs to maintain on-going communication about student achievement data.
<b>3. Increase Leadership Effectiveness</b>		
Milestones	A	GIS staff members require differentiated instruction training to address the unique needs of each individual learner Instructional staff and campus administrators need to utilize Eduphoria (data management system) to make high quality instructional decisions for curriculum and planning. GIS teachers need professional feedback from teacher facilitator in order to increase their effectiveness in the classroom. GIS staff and faculty have a strong need to participate in team-building activities
	B	GIS will need to implement flexible scheduling and ongoing mechanisms for family and community engagement, which facilitated increased learning time and a community-oriented school. The principal will also need to continue applying for the Optional Flexible School Day Program (OFSDP) to offer classes during non-regular school hours and on the weekend and the LEA will continue to maintain staffing patterns to support flexible school choice options
	C	The LEA will need to continue to utilize the TTIPS decision making committee to gather, disaggregate, and disseminate student achievement data and to make important decisions in allocating important resources to schoolwide programs.
<b>4. Increase Learning Time</b>		
Milestones	A	GIS will need to implement night school programs based on the Talent Development Model Computer-assisted credit recovery programs to increase the amount of extended learning time on campus. GIS will also need to provide afterschool tutorials and enrichment activities to increase the amount of extended learning time on campus GIS will need to provide block scheduling for students in grades 7-9 GIS will need to create Saturday school program to increase the amount of extended learning time.
	B	GIS will need to continue to use 185-day instructional calendar to maximize the amount of time students have to increase their learning. GIS will also need to supplement the number of schoolyear instruction with 30 days of summer instruction available to all students.
	C	GIS needs to add a zero period to its daily bell schedule to enable teachers to plan collaboratively
<b>5. Increase Parent / Community Involvement</b>		
Milestones	A	GIS needs to implement and utilize a parent center on campus to increase the level of parent involvement on campus
	B	GIS needs to provide gang and drug awareness training to help staff in interpreting gang graffiti

		and recognizing the signs of drug dependency.
	C	<p>GIS needs to provide on-campus family counseling services to assist students experiencing family crisis.</p> <p>GIS needs to hire a parent liaison to coordinate parent involvement activities on the campus to increase the level of parent involvement in campus activities</p>
<b>6. Improve School Climate</b>		
<b>Milestones</b>	A	<p>GIS has a strong need to provide individual counseling for students dealing with issues of family crisis and drug addiction.</p> <p>GIS needs to utilize counselor-student support groups on campus to assist students in managing family crisis issues</p> <p>GIS needs to develop a mentoring program to assist students at-risk.</p> <p>GIS needs to implement a summer transition program for middle school students</p> <p>GIS needs to create small learning communities to tailor instruction to freshman</p>
	B	<p>GIS has a strong need to provide individual counseling for students dealing with issues of family crisis and drug addiction.</p> <p>GIS needs to provide student mentoring programs for highly at-risk students</p> <p>GIS needs to provide a summer transition program for middle school students</p> <p>GIS needs to create small learning communities through an academy for freshman high school students</p>
	C	<p>GIS needs to provide a summer transition program for middle school students transitioning from eighth to ninth grade</p> <p>GIS needs to create small learning communities through an academy for freshman high school students</p>
<b>7. Increase Teacher Quality</b>		
<b>Milestones</b>	A	GIS needs to provide gang and drug awareness training to assist teachers in interpreting gang graffiti and recognize the signs of chemical dependency
	B	<p>GIS teachers will need differentiated instruction training to tailor instruction to all students.</p> <p>GIS teachers will need effective classroom management strategies training to maintain a positive learning environment.</p> <p>GIS teachers will need Response to Intervention Training (RTI) to provide tiered intervention to students needing additional help.</p> <p>GIS teachers will need instructional best practice training to utilize research-based instructional strategies in class</p> <p>GIS needs teacher facilitators</p>
	C	GIS needs to create a career and financial rewards system to promote effective teachers



Other Identified Needs (not listed above)	
A	
B	

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	25%
Increase the Use of Quality Date to Drive Instruction	3%
Increase Leadership Effectiveness	3%
Increase Learning Time	35%
Increase Parent / Community Involvement	3%
Improve School Climate	6%
Increase Teacher Quality	25%
Other Remaining Costs	0%

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	<del>25%</del> <i>all</i>
Increase the Use of Quality Date to Drive Instruction	<del>3%</del> <i>all</i>
Increase Leadership Effectiveness	<del>3%</del> <i>all</i>
Increase Learning Time	<del>35%</del> <i>all</i>
Increase Parent / Community Involvement	<del>3%</del> <i>all</i>
Improve School Climate	<del>6%</del> <i>all</i>
Increase Teacher Quality	<del>25%</del> <i>all</i>
Other Remaining Costs	<del>0%</del> <i>all</i>

Part 3: Intervention Model
<input checked="" type="checkbox"/> Transformation
<input 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
<p><b>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.</b></p> <p>Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>Complete the appropriate model pages below.</p>

**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.**

<b>Critical Success Factor</b>	<b>Milestone</b>	<b>Improvement Activity</b>	<b>Begin Date MM / YY</b>	<b>End Date MM / YY</b>
1		Utilize technology support interventions with students in need of assistance throughout the school year.		
	A	Establish an early warning-system for at risk students with observable criteria	08/20/10	08/31/10 <sup>13</sup> <i>all</i>
	B	Increase access to advanced coursework to prepare students for higher education or technical training.	08/31/10	09/15/10 <sup>13</sup> <i>all</i>
	C	Utilize technology support interventions with students in need of assistance throughout the school year. Pursue instructional consultants to respond to data driven needs of teaching staff and administration	08/01/10	09/10/13
2	A	Data disaggregation training on Eduphoria student data software management system	08/18/10	08/20/10
	B	Utilize Eduphoria (data management system) to make high quality instructional decisions for curriculum and planning	08/20/10	09/10/13
	C	GIS will continue to use the TTIPS Committee and schoolwide PLCs to maintain on-going communication about student achievement data.	08/01/10	09/10/13
3	A	Provide staff with differentiated instruction training Data disaggregation training on Eduphoria student data software management system Teacher Facilitator Improve school climate through teambuilding	08/16/10	08/20/10 <sup>13</sup> <i>all</i>
	B	Flexible scheduling and ongoing mechanisms for family and community engagement, which facilitated increased learning time and a community-oriented school, will also be sustained as a permanent part of the campus's school program model. The principal will continue to apply for the Optional Flexible School Day Program (OFSDP) to offer classes during non-regular school hours and on the weekend and the LEA will continue to maintain staffing patterns to support flexible school choice options	08/01/10	09/10/13
	C	The LEA will continue to utilize the TTIPS decision making committee to gather, disaggregate, and disseminate student achievement data and to make important decisions in allocating important resources to schoolwide programs.	08/01/10	09/10/13
4	A	Implement Night School Programs based on the Talent Development Model Computer-assisted credit recovery programs Extend learning time Block scheduling in grades 7-9 math and science, and 7-10 ESL classes Saturday School Program to include credit recovery, course remediation, and classes for initial credit	09/01/10	09/10/10 <sup>13</sup> <i>all</i>
	B	The school calendar has 185 instructional days to maximize the amount of time students have to increase their learning. GIS also supplements the number of schoolyear instruction with 30 days of summer instruction available to all students.	08/23/10	06/02/11

	C	Provide on-campus family counseling Hire a parent liaison to coordinate parent involvement activities on the campus	09/10/10	09/16/10
5	A	Implement and utilize a parent center on campus	09/16/10	09/20/10
	B	Provide gang and drug awareness training	08/16/10	08/16/10
	C	Provide on-campus family counseling Hire a parent liaison to coordinate parent involvement activities on campus	09/10/10	09/16/10
6	A	Provide individual counseling for students Utilize counselor-student support groups on campus Provide student mentoring program for highly at-risk students Provide summer transition program for middle school students transitioning from eighth to ninth grade Create small learning communities through an academy for freshman high school students	09/16/10	09/27/08/2013 CSA
	B	Utilize counselor-student support groups on campus Provide student mentoring program for highly at-risk students Provide summer transition program for middle school students transitioning from eighth to ninth grade Create small learning communities through an academy for freshman high school students	09/16/10	09/27/08/2013 CSA
	C	Provide summer transition program for middle school students transitioning from eighth to ninth grade Create small learning communities through an academy for freshman high school students	08/02/10	08/06/1013 CSA
7	A	Provide gang and drug awareness instruction training	08/16/10	08/16/1013 CSA
	B	Provide staff with differentiated instruction training Provide staff with effective classroom management strategies training Provide RTI training Provide staff with instructional Best Practice training Utilize teacher facilitators	08/16/10	08/20/1013 CSA
	C	Create and utilize a career and financial incentives system	08/31/10	09/10/1013 CSA
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.				

### **Part 3: Intervention Description – TRANSFORMATION MODEL**

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

#### **I. Develop and increase teacher and school leader effectiveness.**

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

New principal has been hired for 2010-2011 school year.

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

- i. Take into account data on student growth (as defined below) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and**

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

TTIPS educational team is creating a comprehensive evaluation system 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;**

According to the comprehensive evaluation system, school leaders, teachers, and other staff will be rewarded or dismissed according to performance.

- 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**

Professional development calendar has already been developed and is currently implementing job-embedded professional development aligned to the campus needs assessment. In addition, the lead team has attended TTIPS training on August 1-5, and has trained 100% of faculty on August 9-11, 2010.

- 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.**

Based on the comprehensive evaluation system, staff will have opportunities to receive 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.

## **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**

School teams will analyze data to effectively increase student achievement according to their individualized needs.

### **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.**

At monthly committee team meetings, TTIPS participants will use a focused data analysis process to collect, analyze, and monitor student achievement data relating to the grant program. The team will use a series of continuous improvement plan templates to analyze formative assessment data, such as teacher lesson plans, principal walkthroughs, staff, student, parent, and professional development training surveys, attendance reports, and mini-benchmark assessments aligned to state TEKS objectives. The team will use these student performance results to identify factors contributing to any program concerns related to program design; instructional placement, planning, and materials and student support; acquisition and retention, development of staff; parental involvement and support; and program evaluation.

For core issues and concerns identified, the TTIPS educational team will then identify the end results/goals of improvement based on the team's analysis and goal-setting activities and reflect these desired goals in the desired results in the column of the CIP template. The team will detail the activities/steps planned by the team to achieve each desired result and align them to evidence of change criteria to ensure progress has been made.

The team will then determine all resources (human, fiscal, and material) to be used for the implementation of the activities targeted to the desired results. The team will document all resources to be implemented in the improvement activities and record them in the Resources Column on the CIP template. In addition, the core analysis team will document all timelines for initiation of activities as well as future interim evaluations (formative) benchmarks and final evaluation (summative) timelines that relate to each desired result. The core analysis team will also detail any additional activities or adjustments to planned activities which will be implemented if interim evaluation data are not in line with the desired target result/goal.

Finally, the team will disseminate the planned activities to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation. The LEA will continue to conduct ongoing monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance

## **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),*

To address the need for additional learning time and increased community engagement, the LEA will add an advisory period to the regular schedule; blocked learning time for integrating math and science in middle school and freshman academy, weekend classes for students needing intensive tutorials in core academic subjects; and a strong night school option for students whose work schedules conflict with regular school-hour attendance. Efforts at engaging parents of GIS students in school activities will increase through new partnerships with parent organizations that concentrate on parent training, ESL and GED classes, and job skill development.

**B. Provide ongoing mechanisms for family and community engagement.**

Finally, as part of its overall strategy to increase learning time and create community-oriented schools, GIS plans on using TTIPS funds to hire additional instructional staff members to establish a flexible scheduling system that will enable the principal to accommodate double-blocked classes in math and science, pull-out tutorials for intensive small-group instruction, afterschool and night school classes for students needing instruction during non-school hours, and offer parents of GIS students English language classes, job-training, and social support services.

**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;**

Flexible scheduling and ongoing mechanisms for family and community engagement, which facilitated increased learning time and a community-oriented school, will also be sustained as a permanent part of the campus's school program model. The principal will continue to apply for the Optional Flexible School Day Program (OFSDP) to offer classes during non-regular school hours and on the weekend and the LEA will continue to maintain staffing patterns to support flexible school choice options for individual students. Additional operational flexibility will be afforded by implementing a per-pupil school budget formula that is weighted based on student needs.

**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).**

**SIRC will provide technical assistance as needed to the LEA. PSP, Billie Grays, attended and participated in the staff training on August 9, 2010 .**

**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**

Stipends will be awarded to attract and retain staff with the skills necessary to meet the needs of the students .

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

LEA implemented pre/post tests for all professional development.

**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.**

LEA is creating a contract to ensure mutual consent between teachers and the principal that will perform the skills necessary to meet the needs of the students.

**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;**

Teacher leaders will observe the staff using the viable aligned curriculum and demonstrates significant impact on student achievement.

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

Professional development on RTI will be provided to all faculty by the CAO for full implementation that will target student needs.

**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;**

LEA will provide ongoing professional development to implement effective strategies to support students with disabilities and limited English proficient students.

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

LEA will implement Eduphoria, Aventa, and SuccessMaker as support for instructional program.

**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;**

Gifted and Talented, early-college, dual credit and work force programs will provide increased rigorous instruction for college and career readiness.



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

Plans for student summer transition are being created for the 2011-2012 school year, due to untimely award of grant. However, the transition plan for the 2010-2011 will be addressed through extended learning opportunities.

**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;**

GIS will increase graduation rates through an expanded credit-recovery program, smaller learning communities, and accelerated instruction.

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

GIS is in the process of implementing an RTI system to establish an early-warning system to identify students who may be at risk of failing to achieve to high standards or graduate.

**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;**

Efforts at engaging parents of GIS students in school activities will increase through new partnerships with parent organizations that concentrate on parent training, ESL and GED classes, and job skill development.

**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;**

Class schedule has been adjusted to increase learning time by 106 hours, after school enrichment activities, tutorials, Saturday school, and Twilight (night school) to meet requirements stated in the grant.

**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;**

PBIS is being implemented and the LEA has contracted with the organization's Health and Human Services Program to provide positive behavioral supports.

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

The grant will allow the continued funding of a full-day pre-kindergarten program.

**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;**

N/A

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

GIS will continue to align state and federal funding to school academic programs based on need