

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>Anneta Piper</i> by telephone/e-mail/FAX on <u>10/18/10</u> by <i>Carb Stafer-Servier</i> of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Houston ISD Organization Name Kashmere High School Campus Name 74-6001255 9-Digit Vendor ID# 10552001711 0035 NOGA ID# (Assigned by TEA)	101-912 County-District# 007 Campus Number IV ESC Region Amendment #
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Due to original signature

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☒ **Tier II** ☐ **Tier III** ☐

Part 1: Index to the Application

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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input checked="" 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
Terry	B.	Grier	Superintendent of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
713-556-6300	713-556-6323	Superintendent@houstonisd.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 CONTROL NO.

701-10-112-177

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	101-912 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 <input type="checkbox"/>	Proof of Nonprofit Status	
	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input checked="" type="checkbox"/>	Assurance of Financial Stability	
	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 <input checked="" type="checkbox"/>	Assurance of Submittal of Reviewer Information Form	
	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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Texas Title I Priority Schools Grant Schedule #1—General Information				
Part 3: Applicant Information				
Local Educational Agency (LEA) Information				
LEA Name _____				
Houston Independent School District				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
4400 W. 18 th Street		Houston	TX	77092
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
TX-018	061292124	37QE6	4823640	
Campus Name			County-District Campus Number	
Kashmere High School			007	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
6900 Wileyvale		Houston	Texas	77028
Applicant Contacts				
Primary Contact				
First Name	Initial	Last Name	Title	
Barbara		Thornhill	School Improvement Officer	
Telephone	Fax	Email		
713-556-6300	713-556-6370	BTHORNHI@houstonisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
4400 W. 18 th Street		Houston	TX	77092
Secondary Contact				
First Name	Initial	Last Name	Title	
Annetra		Piper	Manager, Grants	
Telephone	Fax	E-mail		
713-556-6785	713-556-6730	Apiper@houstonisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
4400 W. 18 th Street		Houston	TX	77092

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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 5100 |
| <input type="checkbox"/> Schedule #4—Program Requirements | <input type="checkbox"/> Schedule #5C—Professional 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 Evaluation | <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
| <input type="checkbox"/> Schedule #4D—Equipment, Supplies and Participation | |

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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

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

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

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

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

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

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

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures that it will it implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement 		

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

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.		
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.		
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time		
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.			

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input checked="" type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<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		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
GAPS, Barriers and Weaknesses: Kashmere High School (KHS) has identified multiple campus deficiencies that mandate attention for overall organizational and campus improvement. KHS has a need to increase <i>graduation and completion rates</i> . AEIS reports dated 2006-2009 reveal a declining completion rate which is currently at 61.4%. Through Houston ISD student information systems (Chancery and Gradespeed), we also determined the need for efforts in increasing <i>student attendance rates</i> . The attendance data reveals that KHS has a <i>truancy</i> concern among many students and in specific periods and grade levels, particularly the ninth grade. KHS also has a need to increase overall <i>achievement reflective in assessment data</i> . In assessing this, we completed an analysis of TAKS data accessed from HISD tracking system, Campus On-line. Specific areas for improvement based on 2009 TAKS analysis are: Math - The percentage of tenth grade students meeting the standard dropped from 57% to 53%; however, in 2008, the same students improved their percentage meeting the standard from 31% to 53%. Science - Only 40% of tenth grade students met the standard on the tenth grade TAKS test in 2009. AEIS reveals that only a small portion of KHS's juniors and seniors participate in college entrance examinations. In 2008, the average SAT score was 829 and the average ACT score was 16.8. Only 12% were considered college ready in mathematics and English Language Arts. Additionally, KHS has a need to improve effective <i>student literacy, numeracy, and overall student learning</i> . KHS's gifted and talent numbers are at a mere 3%, yet the Special Education number is over 28%. This information was determined through AEIS, campus and district assessments, standardized tests, and report cards. A need for increased and enhanced <i>staff professional development</i> is reflective in the fact that over 52% of KHS's teachers have less than five years of teaching experience. Also, with over 35% of the teachers possessing more than 11 years of experience, KHS must ensure that all instructors are abreast of the latest innovations and strategies that support high levels of student learning and achievement. Per the AEIS report, there was an increase in <i>discipline referrals</i> which reflect a need for staff development and training in <i>classroom management</i> . In 2007-08 alone, <i>referral numbers</i> for In-School-Suspension boosted to 1,191 from the previous year's numbers of 852. Out-of-school suspensions increased to 466 from 328 of the same year. KHS's <i>parent involvement</i> is significantly low based on attendance sign-in sheets and staff observations. Pertinent informational and academic events that reflect this low turn out were: Open House, Financial Aid Night, Senior Parent Meeting, Literacy Night and Math and Science Night, multiple Fine Arts performances, and other cultural programs. KHS will also assessed campus needs through faculty and staff, student, and parent surveys for diagnosis on how to improve the campus and community overall.		
Program Design: KHS's transformation lies in the researched-based framework of the Institute for Student Achievement Model (ISA) which focuses on the small school/small learning community concept and ideologies adapted from the Education Innovation Laboratory (EdLabs). The small school concept has been found to be successful in many low performing inner city high schools with statistics showing increases in graduation rates and college bound seniors. Selected small school's ideologies of 1) continuous professional development, 2) parent involvement, 3) organizational improvement, 4) extended school day/year, 5) distributed counseling, 6) dedicated team of teachers and counseling, and 7) college-preparatory environment will be channeled into the inner workings of the school establishment for the promotion of a solid and nurturing college preparatory curriculum and culture for all grade levels and an improved organizational structure campus-wide.		
Goals: KHS campus transformation goals include: 1) Increasing the academic achievement of all students on campus; 2) Creating smaller learning communities with students taking at least the core subjects in cohorts; 3) Increasing parental/ community involvement on the campus; 4) Providing ongoing professional development and support for teachers; 5) Using professional learning communities as a vehicle for continuous professional conversations about student work and progress; and 6) providing leadership incentives for effectiveness and value-added rewards for teachers.		
Objectives: The specific transformation goals for KHS are: 1) Increase the number of students who take AP exams by 50%; 2) Increase the number of parental involvement by 75%; and Increase the number of students enrolling in college the first semester after graduation by 50%.		
We believe our transformation plan will ultimately prepare students for a rewarding career by providing them with a first-class education.		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School											205	147	132	104	588
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	205	147	132	104	588
Total Instructional Staff														49	
Total Support Staff														32	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Academic Excellence Indicator System Reports 2006-07, 2007-08, 2008-09														
2	Kashmere High School's School Improvement Plan														
3	TAKS/Stanford Data 2007, 2008, 2009														
4	Campus-Wide Assessment Data														
5	PEIMS Report,														
6	EVAAS														
7	Houston ISD Chancery														
8	Attendance Reports														
9	Faculty/Staff, Student, and Parent Surveys; past Parent Involvement Rosters														
10	AYP														

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
<p>A committee of 15 administrators, teachers, students, parents, and the community convened in early May 2010 to address deficiencies at Kashmere High School and to focus on collecting data in areas of campus distress. Those areas are <i>graduation rate, poor attendance rates, deficiencies in overall student learning and achievement, lack of parental involvement, and minimal effective staff development</i>. We concluded that these ongoing elements have contributed to a declining graduation rate which is the prime concern at Kashmere H.S. The process we used to identify these needs were through the review of the following: Completion/Student Status rate indicators in the 2006-07, 2007-08, and 2008-09 of AEIS Reports (which show an overall decrease in graduation rates each of the respective years 2005- 70.7%, 2006- 57%, 2007- 45.6%, 2008- 47.1%); EVAAS; PEIMS; multiple Houston ISD data tracking systems; and campus-wide data.</p> <p>The process used to collect student attendance data was through collaborative efforts with the attendance office, review of AEIS attendance indicators, and compiled data from HISD student information systems (Chancery and Gradespeed). The data revealed a concern among all students, particularly the ninth grade. For example, in one six-week grading cycle, the ninth grade alone had 1,199 reported absences. Other grade levels were in the 600 range. Kashmere will address this issue with incoming 9th graders through identification of academic measures, interventions, and parent meetings. To identify our campus's need to increase <i>overall achievement reflective in assessment data</i> we completed an analysis of TAKS/Stanford 2007, 2008 and 2009, data accessed from HISD's tracking system, Campus On-line, and reviewed the AEIS reports from 2006-07, 2007-08, and 2008-09 to note both district, campus, and college entrance exam data. EVAAS revealed three-year average TAKS/Stanford composite data at the following rates: 9th-.8% gain; 10th - .2% gain; 11th- 2.8% gain. AEIS reports showed that a mere 5% were college ready in 2007 and only 12% were considered college ready in mathematics and English Language Arts in 2008, with an average SAT score of 829 and an average ACT score of 16.8. The campus will continue to use AEIS reports, EVAAS (which allows us to hone in n the effectiveness of student learning), documented course work, assessments, and tutorial data to monitor student needs. The needs assessment team also evaluated AEIS reports, EVAAS, campus and district assessment data, standardized tests, and report cards to document a dire need to <i>improve effective student literacy, numeracy, and overall student learning</i>. Kashmere's college readiness indicators revealed low numbers in advanced courses and dual credit enrollment (an average of 2.7% over the last three years), yet the Special Education number was over 28% in 2008-09 and 31.4% in 2007-08. In diagnosing the need for <i>increased and progressive staff professional development</i> the team reviewed EVAAS to asses the effectiveness of student learning in individual classrooms and AEIS reports. Also, AEIS revealed that in 2008-09, over 52% of Kashmere's teachers had less than five years of teaching experience and over 35 % had more than 11 years. Student discipline data was compiled from PEIMS and AEIS which showed an increase in <i>discipline</i> referrals. This transfers into the need for professional development in <i>classroom management</i>. In 2007-08 alone, referral numbers for In-School-Suspension boosted to 1,191 from the previous year's numbers of 852. Out-of-school suspensions increased to 466 from 328 of the same year.</p> <p>We also assessed <i>parent and community involvement data</i>. For this grant initiative we invited past alumnus, parents and the community in for a forum to address the transformation plans for next year. No parents or community members showed for this event, which is indicative of the current involvement status, however five past alumni attended. Past campus events and their respective parent numbers are as follows: Open House (186), Financial Aid Night (21 combined students and parents), Senior Parent Meeting (50), and cultural programs such as Black History (22). Multiple Fine Arts performances have also reflected low numbers. At the start of the 2010-2011 school year, Kashmere will <i>assess campus needs</i> through faculty and staff, student, and parent surveys in order to gain input on how to improve overall needs of the campus and community. By conducting this survey, we will ensure that the upcoming student body, faculty, and parent needs are addressed. This will also guarantee an inclusive environment which will begin to build a collaborative culture upon which the new small schools program will commence to take root. Finally, all new results from the 2010 exams (TAKS, Stanford, End of Course, AP, SAT, ACT, preliminary diagnostics) will be examined in order to make certain that Kashmere addresses the students' needs based on the latest data available. A special emphasis will be placed on securing all 2010 results for the incoming 9th graders.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Parents		
2	Alumni		
3	Community		
4	Administrator		
5	Teachers		
6	Faculty		
7	Staff		
8			
9			
10			

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

Part 2: Project Management

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

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

The Houston Independent School District is committed to utilizing the TTIPS grant funds to provide adequate resources and related services and supports to implement, fully and effectively, the required activities of the school intervention model. Schools within Houston ISD will be given sufficient operational flexibility in order to ensure student success. Principals will choose their own school staff. Additionally, the district will work with the principals to help each school create an appropriate school calendar that supports extended time and learning for the students. Research has proven that there is a strong relationship between extended academic learning time and student achievement (Aronson, Zimmerman, and Carlos, 1998; Rocha, 2007). Schools will also have operational flexibility with their campus based budgets. This operational flexibility within the schools will allow them to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. The District's Chief Academic Officer and Transformation School Improvement Officer will monitor the ongoing progress and implementation of the following transformation strategies:

<ul style="list-style-type: none"> ▪ Capitalizing on the small schools model for greater personalization between teachers and students 	<ul style="list-style-type: none"> ▪ Parental and Community Involvement
<ul style="list-style-type: none"> ▪ Extended learning time <ul style="list-style-type: none"> ○ Extended instructional day 	<ul style="list-style-type: none"> ▪ Human Capital <ul style="list-style-type: none"> ○ Ongoing professional development for teachers and administrators
<ul style="list-style-type: none"> ▪ Intensive (high dosage) tutoring <ul style="list-style-type: none"> ○ Before school ○ After school ○ Two Saturdays per month 	<ul style="list-style-type: none"> ▪ Data-driven instruction <ul style="list-style-type: none"> ○ Assessed often ○ Assessments by objectives

Additionally, the HISD will provide technical assistance to Kashmere High School on multiple levels via **Central Office Administration** including the:

- **Grant Development Department:** General grant management and technical assistance in the completion and filing of progress reports with TEA.
- **Research And Accountability:** Assistance in accessing student data for evaluation reports.
- **Accounting/ Budgeting/Purchasing Departments:** Assistance in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required by TEA.
- **Legal Department:** Assistance in the development and approval of contracts.
- **Curriculum Department:** Support of curricular enhancements and assistance with the district's online curricular alignment resource.
- **Transformation School Improvement Officer:** Provide forums for disseminating and sharing information regarding the outcomes of the project and assistance with observation and monitoring of campus transformation

In an effort to attract and recruit staff to the **Kashmere High School (KHS)**, the LEA will need to budget for and distribute financial incentives to all certified and classified staff. The financial incentives include additional monies, signing incentives, lump-sum performance incentives, awards, and recognition for all certified and classified staff. Such incentives will only be applicable for a designated time relative to the date of the actual grant award and the number of years the school receives the funding through the district. The TTIPS Grant funds are needed in order to meet the required activities, resources, and related services to support the implementation of the Transformational model on the KHS campus. The summation of the proposal services provided for students include: providing in-school tutorials by college students for high students in all core content areas especially Reading/ELA and Mathematics, and Computer Assisted programs, which will allow students to recover from failing courses through online programs. Additionally, the KHS will provide on-going job-embedded professional development such as Rigor, Relevance, and Relationship, Data Driven Instruction, Positive Relationship for all student groups, student mentoring, and student incentives.

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Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>In order to provide a variety of individuals with diverse perspectives in the plan, design, and implementation of the project, we have invited our business partners, parents, and representatives of the SDMC to participate on an Advisory Committee specifically for this grant in this process.</p> <p>Each will be involved by participating in quarterly advisory committee meetings designed to generate input on the program's progress and make recommendations for modification. Additionally, the parent representative will serve as a liaison to the PTO, ensuring that parents are kept abreast of the progress towards the reform desired from the initial parent surveys is accomplished.</p> <p>The members of the SDMC will monitor the reform implementation and performance of the grant activities during the grant period as indicated in the section entitled Internal Communication, Coordination, and Reporting. The Grant Coordinator will report to the SDMC during the monthly SDMC meetings and the SDMC will serve as the official oversight committee during the duration of the grant. The members will review surveys and provide feedback to the Coordinator to ensure that the model provider is supplying all services in which the campus has contracted services.</p> <p>In quarterly meetings, the advisory committee will provide oversight to the reform activities, review progress reports, recommend program modifications, and serve as a networking resource within the school community.</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).

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

Monitoring of the TTIPS transformation project at Kashmere HS will occur on several levels. On the most basic level, students will be responsible for monitoring their progress through mechanisms such as six-week portfolios, daily journals, and electronic databases. Content area team leaders, teachers, tutors, and mentors will periodically monitor student progress using student progress checklists, standardized progress reports, preliminary diagnostics, and biweekly post-tests to assess progress. Through daily double-dosing, teachers will also continually monitor and document student achievement as well and schedule intervention needs as required. The interventions will be built into the extended-day to ensure timely impact. Additionally, based on information compiled by the data team, content area team leaders, and teachers, students will be placed in their respective Saturday Academy instructional areas to ensure they receive intensive instruction and monitoring in math and/or reading.

The district will hire an external technical assistance provider that will work closely with the campus, administration, SDMC, school faculty, parents, and students. The results of these assessments will be reported monthly to the campus principal, SDMC, and the Transformation School Improvement Officer (SIO). The campus principal will compile the results of all assessments, and on a quarterly basis, share these results with the SIO, district administration, SDMC, school faculty, parents, and students. The Instructional Leadership Team and the Data Team will also work to provide ongoing monitoring of campus and classroom data to assist in making instructional and organizational decisions and to ensure team goals and interventions are met or exceeded. Content area team leaders will serve as liaisons between the teachers and building principal. They will provide assistance to respective core academic teachers, monitor, and ensure department goals and student interventions as directed by the ILT are met or exceeded. Counselors will regularly monitor their assigned student groups as well and collaborate with teachers and staff to ensure both academic and non-academic interventions are met and documented.

A striking element of the research on turnarounds is that successful turnaround leaders use speedy, focused results as a major catalyst to change the organization's culture. This stands in contrast to research about incremental (or "first order") change leaders, who focus on a broader process of cultural change to improve long-term results (Kotter, 1996; Senge, 1990; Waters et al., 2003).

The Houston Independent School District will transform identified schools by:

- Expand Elongated School Day and Intensive Tutoring During 2010-2011 School Year
- Develop World Class Data Management System
- Design and Align Curriculum to World Class Standards Including Strong Formative Assessment Process
- Implement New School Improvement Plans District wide
- Continue to Focus on Placing Quality Teachers in Every Classroom and Quality Principals in Each School
- Provide Research Based Training Programs for Teachers and Principals

Houston ISD has made a clear commitment to strive for a dramatic departure from the status quo, and the Superintendent and Board Members have signaled the magnitude and urgency of that needed change. Each Secondary campus that fails to make school improvement targets must transform the school and demonstrate improvement within a short timeframe; it does not have the luxury of years to implement incremental reforms.

HISD Transformation Tenets for Secondary Schools:

- **Human Capital Development:** quality teachers, quality leadership
- **Data Systems:** access to critical data points
- **Time:** extend the school calendar/day/schedule
- **Data-Driven Instruction:** use of formative and summative assessments every two to four weeks and re-teach when necessary
- **Tutoring:** provide intensive tutoring for students (one to one-and-a-half hours per day)
- **Culture of High Expectations**

A change in leadership practices, with a principal knowledgeable about transformational strategies, will demonstrate a new commitment for improvement. The principal can signify change in a number of ways by: a) clarifying expectations for students and faculty, b) initiating a new atmosphere of change on the first day, and c) sending the message that business-as-usual will not be acceptable; everyone needs to regroup. The new principal and staff will participate in specialized training and learn strategies to establish a stronger direction for the school. The staff will concur on the focus or mission of the school, agree upon a set of core beliefs, distribute leadership, institutionalize teams for planning, analyze student progress, coordinate the curriculum with research-based materials, and implement interventions for struggling students.

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>In order to ensure that all students are progressing adequately and exceeding the standard, Kashmere High School (KHS) will have a comprehensive and systematic assessment and progress-monitoring plan in place that aligns resources of the federal, state, and local education agencies with the school improvement intervention by providing training for teachers, parents, and community/business partners to increase quality involvement on our school campus.</p> <p>KHS is fully committed and looking forward to the continuation of this TTIPS grant beyond the initial period of the grant. Therefore, it will actively work to meet the needs and objectives stated in the grant, as well as seek other sources to fully continue the program in subsequent years beyond the grant period. There are several key strategic plans in place to sustain beyond the end of the grant cycle as follows:</p> <p>District funding for professional development will be used to ensure that the teachers and staff at KHS are well trained to assist the students at every academic level. The district Professional Development Department is available to train faculty and staff with additional training as needed at no cost to the school.</p> <p><u>Use of other Grant Funds:</u></p> <p>The Investment Capital Funds Grant is a state grant that totals 50,000 and will be used to increase parental involvement. It will also be used to ensure that a college preparatory environment and curriculum is established on campus. The focus of ICF is to also make certain all students are prepared for a post-secondary education and that these efforts have been inclusive of parent support and involvement year round. Funds have a window of usage (June through Oct of each funded year for the next three years) and expenditures must be reported regularly to ensure monies are being utilized properly. Funding will be used to create a comprehensive summer academy (with emphasis on reading and math enrichment and rigor) and a parent center inclusive of a baby preparatory academy for Kashmere's parenting teens and students' parents. The center will also provide GED and ESL classes and work collaboratively with our current onsite day care facility. Educational materials ranging from child development to college entrance requirements will be available for parents and students in Kashmere's parent center.</p> <p>Additionally, the Texas Ninth Grade Transition and Intervention (TNGTI) Grant will provide needed funding to target incoming freshman and parents. As an extension of the math and reading intensives, incoming freshman will also be exposed to field lessons for real world connections to academics. During the school year, we will also require parents visit the campus for receipt of report cards and offer on the spot teacher meetings to increase parent support in 9th grade activities.</p> <p>Title I Funds are an additional resource used to purchase teachers for critical areas, ensure extra duty pay to teachers as needed, support interventions such as tutorials, and provide funds for various parental involvement activities and meetings.</p> <p>The other entitlement funds were used this current school year and funds will continue to be allocated for required expenditures. The monies covered expenses for extended day instruction before school, after school, and Saturday tutorials. Funds were also used to hire services for teacher professional development. KHS will continue to utilize the funds in these areas as needed.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The Grant Project Manager will be the Transformation School Improvement Officer (SIO). This person must have at least a Master's Degree from an accredited college or university. The Grant Project Manager must have at least five years successful experience as a principal, with leadership in secondary schools preferred. The Transformation SIO should be familiar with HISD board policy and procedures, and a working knowledge of federal, State Board of Education, and Texas Education Agency policies and procedures.</p> <p>The Transformation SIO must be able to:</p> <ul style="list-style-type: none"> Provide leadership in planning, developing, implementing, and supervising quality, research-based instructional programs. Exhibit a knowledgeable, passionate, and enthusiastic commitment to continuous student improvement with a focus on the district's instructional priorities. Work with transformation schools to develop and execute comprehensive strategic plans that meet the affective, cognitive, and physical needs of the students. Assist principals with resource allocations that allow schools to excel instructionally and execute district initiatives. Collaborate with and counsel principals on working with their surrounding communities and other publics. Ensure compliance of assigned schools with all pertinent federal and state regulations and requirements related to various data and operational regulations. <p>Additionally, the grant manager must possess:</p> <ul style="list-style-type: none"> School Administrator Certification LEADERSHIP RESPONSIBILITIES The Transformation SIO will direct two or more levels of management in the development, deployment and ongoing management of transformation efforts with direct accountability for results in terms of effectiveness, costs, methods, and employees. This person will directly supervise principals and indirectly supervise all teachers in the feeder-pattern(s). The Transformation SIO will have full management responsibilities for multiple schools including all aspects of line responsibility. WORK COMPLEXITY/INDEPENDENT JUDGMENT Since the work is non-standardized and widely varied, involving many complex and significant variables including significant time spent planning, evaluating complex solutions and issues, and negotiating outcomes, the Transformation SIO must have strong analytic ability and inductive thinking to devise new approaches to situations where previously accepted solutions have proven inadequate. The position regularly makes recommendations to management on areas of significance to the division. Supervision provided by the Transformation SIO typically consists of providing periodic coaching, advice and feedback. BUDGET AUTHORITY The Transformation SIO should be able to assist the schools with their budgets as needed, but each campus will have authority over their own budgets. COMMUNICATION/INTERACTIONS The Transformation SIO must interpret department strategies and services, resolve conflicts, influence outcomes on matters of significance for the division, conduct final negotiations and coordinate approvals/decision making below the executive level. The Transformation SIO will interact with customers and Top Management, and therefore must have excellent communication skills. CUSTOMER RELATIONSHIPS The Transformation SIO will have the ability to lead others in the resolution of highly sensitive and confidential issues on behalf of the district. The Transformation SIO will act as a trusted advisor, and will become involved in the school's decision making process. 		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>Houston ISD is committed to the success of all of the students attending each of the campuses struggling to improve academic and behavioral outcomes. <i>Beginning June 1, 2010 the district's organizational structure and campus support systems will be realigned to ensure each campus realizes the improvement required.</i></p> <p>The Deputy Chief Academic Officer is responsible for all school operations of the district. He is supported by three Chief School Officers – one each for elementary, middle and high schools. Each chief supervises and supports a group of School Improvement Officers (SIOs). School Improvement Officers are responsible for coaching and supporting the principal and campus leadership of a group of schools, typically 6-10, representing diverse neighborhoods and demographic groups across the city and district. Recognizing that the schools identified as Title I Priority schools have unique and significant challenges to improvement, a single SIO is assigned responsibility for the eight (8) identified middle and high schools in need of transformational change and improvement.</p> <p>The Transformation School Improvement Officer operates outside of the typical reporting structure reporting directly to the Chief Academic Officer. The Transformation SIO leads a team of support staff including a math instructional specialist, a language arts instructional specialist, a science instructional specialist and a performance data manager. The Transformation SIO is directly responsible for the effective implementation of all grant components and for ensuring that each campus reaches or surpasses its annual goals.</p> <p>The Transformation SIO:</p> <ul style="list-style-type: none"> • Coaches and supports the development of leadership skills for campus principals; • Creates the opportunities, expectations and supports for school leaders to learn and work collaboratively to improve student outcomes; • Works collaboratively to transform central office work practices and district-school relationships to develop and sustain instructional leadership capacity at the campuses; • Secures and aligns necessary district resources including those of the transformation team to support campus leaders, teachers and staff in the implementation of high-yield strategies for instructional and academic improvement; • Represents the unique and urgent needs of the campuses directly to the Deputy Chief Academic Officer of the district and works to identify and remove or overcome any institutional, traditional or procedural barriers to the effective implementation of campus strategies and programs; • Maintains a persistent and public focus on instructional goals that maximize the quality and equity of instruction for all students; • Anchors instructional improvement activities to useful and timely student performance data, evidence and inquiry of various types; • Models instructional leadership thinking and action; • Brokers external resources to support principals' focus on instructional leadership; • Supports principals in the recruitment, selection, training and retention of highly effective teachers; and • Uses best practices in the design of high quality professional learning opportunities and delivery within the context of each administrator's and each teacher's daily work. <p>This SIO has the operational flexibility, resources and direct access to senior district leaders required to lead and support these campuses and to ensure the accomplishment of their student performance goals.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>The strategic intent of the Houston ISD is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and the majority. With that in mind the district is poised to lengthen the school hour, with additional teacher time and rigorous tutorials in the lowest performing high schools as a means of closing this achievement gap. <u>HISD is adopting the lengthened time, rigorous tutorials and parent commitment as a culture in the bid to transform these schools into high achieving, college and career ready life-long learning community.</u></p> <p>The district is committed to finding resources through Title 1, foundations matching grants and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued and can develop relationships with their educators.</p> <p><i>Incorporation of Project activities into district strategic and academic plan</i></p> <p>Mentoring relationships will be established between Exemplar and Targeted Schools to foster best practices and develop relevance and rigor in student activities. Targeted schools will meet regularly in PLCs to examine student work and teacher curriculum delivery with exemplar schools as coaches and mentors. Principals will provide on-going feedback after classroom walk-through to validate learning and to help teachers improve on student learning. New teacher pathways include Principals, district administrators and all teachers new to the district, training-of-trainer (TOT): training incorporated in new teacher in-service to enable teachers to understand the core values of the district.</p> <p>The Houston ISD Board of Education is totally on board with transforming schools to be a benefit to the students. Houston ISD has developed a strategic direction that will guide the best course of action for its students in order to realize the goals outlined by the Board of Education.</p> <p>The objectives of strategic planning process are:</p> <ol style="list-style-type: none"> 1. create a clear picture around efforts to increase student achievement; 2. integrate findings from other ongoing efforts (e.g., The New Teacher Project (TNTP); 3. outline a set of strategic initiatives that enable HISD to meet its goals, assembling current efforts into a single picture and identifying gaps; and 4. determine any adjustments required to current resources both human and financial to support the strategic initiatives. <p>Houston ISD plans to create an implementation and communication plan to support actions and gain alignment from key stakeholders on path forward.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The district's Procurement Services Department is responsible for facilitating the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this synergistic effort, both the Supplier and HISD will benefit from working as business partners to strengthen the social and economic foundation of the district and the community at large. The <i>mission</i> of the HISD Procurement Services Department <i>is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively</i>. In other words, the right products and services, at the right cost, from the right Supplier, to the right location, at the right time, every time.</p> <p>Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Construction/Repairs of Facilities; and (3) All other goods and services. <i>The district is required to competitively bid any/all expenditures greater than \$10,000.00 in the aggregate; meaning just about every purchase made by the district.</i></p> <p>BIDS AND PROPOSALS: <u>All expenditures (district wide) must be competitively bid by the Procurement Services Department, only.</u> Competitive bids are generally solicited either by means of a Request For Proposal (RFP), or a competitive sealed bid (or proposal). While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass distribution for two consecutive weeks. They are also posted on the district's Procurement Web site and are physically posted on the district bulletin board in the Hattie Mae White Educational Support Center.</p> <p>Usually, all contracts that require Board of Education approval (\$10,000. or greater) will result in a Master Agreement (contract), against which, one or more purchase orders may reference.</p> <p>MINORITY AND WOMEN BUSINESS ENTERPRISES (MWBE) PROGRAM: HISD, in keeping with its high standards, good business practices and fiduciary responsibility as a taxpayer supported public entity, continually strives to ensure that all Suppliers have the opportunity to support HISD, and is committed to providing equal procurement opportunities to MWBE Suppliers. HISD defines MWBE Suppliers as a business enterprise that is at least 51% owned, operated, managed, and controlled by one or more members of the following socially or economically disadvantaged groups: African Americans, Hispanic Americans, Asian/Pacific Island Americans, native American Indians (American Indians, Eskimos, Aleuts, and native Hawaiians), and non minority women. HISD's minimum MWBE goal is 20% of all purchasing and construction, and 25% for professional services. At the very least, good faith efforts in the use of MWBE's are required by policy in the purchase of:</p> <ul style="list-style-type: none"> • Goods and Nonprofessional Services s (General and Subcontractors) • Construction Contract • Professional Services <p>All district Suppliers are asked to commit to the same goals when doing business with their Suppliers. MWBE seminars are held on the first (business) Monday of each month.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Site visits to other campuses are necessary to provide continuity for our programs based on what other education institutions are accomplishing. To complete this goal, a site visit committee will be created to oversee the process of our campus selections. The committee will access and review pertinent state and federal school documents such as the campus' equivalent to AEIS reports (if it is out of state), their AYP data, and the schools' report cards.</p> <p>The site visit committee <u>will</u> analyze improvement and success rates of the schools in the areas that correspond to Kashmere High's campus deficiencies. Those areas are:</p> <ol style="list-style-type: none"> 1. graduation and completion rates 2. attendance rate 3. achievement in assessments 4. student literacy and numeracy 5. staff proficiency and professional development 6. discipline 7. classroom management 8. parental and community involvement. <p>Focus will be on the numbers- where the schools were before the model was implemented and the gains achieved by the campus following the transformation.</p> <p>To ensure the selection process is beneficial and appropriate, Kashmere will make certain the schools and their surrounding communities have comparable demographics and trends as reflected in our AEIS, AYP, district, and campus reports.</p> <p>Once data is thoroughly evaluated using specific indicators, selections will be made. Through our campus visits, observations will be conducted so that we are able to assess the following:</p> <ul style="list-style-type: none"> ▪ classroom instruction in a small school setting to document the effectiveness of student learning ▪ course offerings that accommodate student needs (including those in need of targeted interventions) ▪ emphasis of a college preparatory culture and climate ▪ organizational structure of the school ▪ tutoring sessions ▪ the overall use of the campus's extended day and year ▪ administrative delegation of duties and processes ▪ methodologies used to increase student attendance ▪ curriculum used and its impact; method for data collection and usage to drive instruction; strategies for increased parental involvement and community support ▪ techniques to recruit and retain students. <p>Based on the collected data, Kashmere will disaggregate the information and determine how applicable components can be used on our campus for overall improvement in each of the corresponding areas. Through this process, we will be able to continually contact and sustain relationships with other successful small schools. Site visits will be conducted annually so that Kashmere remains fast-forward and progressive in strategies and proven education innovations. This involves the allocation of funds from the grant to travel outside the district, city, and the state when necessary to work with high-achieving small school programs and adapt needed components into our school.</p>		

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**TEXAS EDUCATION AGENCY
Standard Application System (SAS)**

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**Texas Title I Priority Schools Grant
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Part 2: Project Management Cont.

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

Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for state 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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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <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="display: flex; flex-direction: column; gap: 10px;"> <div><input type="checkbox"/> Turnaround</div> <div><input type="checkbox"/> Closure</div> <div><input type="checkbox"/> Restart</div> <div><input checked="" type="checkbox"/> Transformation</div> <div><input type="checkbox"/> Tier III Modified Transformation</div> </div>		
<div style="display: flex; flex-direction: column; gap: 10px;"> <div><input type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center</div> <div><input checked="" type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model</div> </div> <p><i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i></p> <div><input checked="" type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE</div>		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

A newly envisioned Kashmere High School lies in the researched-based frameworks of two innovative small school education entities. The process used to select the chosen model was based on comparable school needs, student and teacher achievement data, and community demographics. The primary concept is that of the small school model. This model has been found to be successful in many low performing inner city high schools with statistics showing increases in graduation rates and college bound seniors. Guided by seven principles, our small school concept channels set ideologies into the inner workings of the school establishment for the promotion of a solid and nurturing college preparatory curriculum and organizational structure for all grade levels. Additional information was gained through research on The Harlem Children's Zone, headed by Geoffrey Canada.

HCZ is a partner institution of The Education Innovation Laboratory (Edlabs) at Harvard University spearheaded by Harvard economist, Roland Fryer. The Harlem Children's Zone was created out of a dire need to address the lack of education and community resources in one of the most impoverished areas of Harlem, New York, at the time of its founding. Likewise, the process in the intervention model selection was spearheaded by the similar needs of and HCZ's outcomes. To accomplish this process, we reviewed data from the U.S. Census (2000), Harlem real estate agencies, the New York City Department of Education, the City of Houston, and Kashmere High's AEIS report. Data revealed that in 2009, 40% of Kashmere High's community made less than \$25,000 annually and the median age is 30. Keeping in mind, the cost of living differential between Houston and New York City, Central Harlem's median income is \$21,508 as of a NYCDOE 2008 report and the median age is 33. Houston City Council District B houses Kashmere High, and data shows that over 50,000 of its 116,781 residents have no high school diploma. In Central Harlem, 51% of its adults have no diploma; however, the Harlem Children's Zone has achieved notable results in closing the achievement gap. Since its opening, the organization has grown into a \$75 million-a-year education-based community institution that is inclusive of multiple charter schools which educate children (and community parents) from birth to 10th grade currently. It has been noticed by the White House and featured on CBS's news show, *60 Minutes*. In researching the history, format, and achievements of this nationally renowned education organization, concepts and ideologies have been adapted, along with the small school theories and findings from Edlabs, to reconstruct and reform the total being of Kashmere Senior High. With the assistance of grant monies, the goal is to transform the culture and climate of Kashmere Senior High to that of an academically sound, college-bound campus that is focused on student learning.

The process used to initiate the needed campus alterations, will be through the use of seven principles as guidance. KHS's transformation lies in the researched-based framework of the Institute for Student Achievement Model (ISA) which focuses on the small school/**smaller learning community** and ideologies adapted from the Education Innovation Laboratory (EdLabs). The small school concept has been found to be successful in many low performing inner city high schools with statistics showing increases in graduation rates and college bound seniors. Selected small school's ideologies of 1) **continuous professional development**, 2) **parent involvement**, 3) **organizational improvement**, 4) **extended school day/year**, 5) **distributed counseling**, 6) **dedicated team of teachers and counselors**, and a 7) **college-preparatory environment** will be channeled into the inner workings of the school establishment for the promotion of a solid and nurturing college preparatory curriculum and culture for all grade levels and an improved organizational structure campus-wide.

Continuous Professional Development is one of the premier principles; the process we used to determine Kashmere's need was through the review of AEIS reports that reveal over 52% of our teachers have less than five years of teaching experience and over 35% have more than 11 years. Certain concepts must be taught and refreshed to ensure teachers are abreast of innovative methods and proven strategies. This process will begin through the implementation of effective *Professional Learning Communities (PLCs)*. Based on Richard DuFour's ideas and past success, PLCs are vital to determining the effectiveness of student learning and how teachers respond when learning is not occurring. Kashmere will work to foster a campus-wide PLC culture that will begin in each core academic department in efforts of building an intensive college preparatory curriculum that is focused on student learning. *Weekly department PLC meetings* are essential and will be a requirement to share best practices, access, review, and determine how to utilize data to drive instruction, model, inquire, research new content area tips and strategies, prepare monthly lesson plans, and monitor horizontal and vertical alignment of instruction. The meetings will be headed by each content area's department chair who will be responsible for ensuring data is compiled and disseminated among department members and to ensure campus and department goals, expectations, and requirements are met. Also, through PLCs, department planning and lessons are completed and submitted for administrative review and teachers can share their lesson success stories with others. Kashmere is mandating that DuFour's PLC concept become a campus norm so that its classrooms are learner-centered. In ensuring Kashmere's teachers are knowledgeable of what a learner-centered and high achieving

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

Part 3: Intervention Model

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

Research Council has also found that small schools can develop an academic and social setting that is conducive to improved student outcomes for disadvantaged learners. This data is the backbone of Kashmere's decision to implement the small school model, with grant aid, to help combat the crisis the campus and community are faced with. The implementation of the extended day and school year will begin with initial diagnostics which will be administered within the first two weeks of school for all students. The results will determine student scheduling and curriculum focus with additional six-week assessments to incorporate targeted student interventions. District approved tutors or "coaches" will be brought in to work with students in their designated targeted areas during the school day to ensure students' mastery of objectives.

This will be achieved through "blocking" the core areas. Additionally, an instructional period will be added to the day Monday through Thursday, and a mandatory Ten-Saturday Academy with focus on math, science, reading, and technology will be key components in the transformed educational environment of Kashmere.

Continuous Organizational Improvement- Using district, campus-wide, and individual student data to drive and improve campus instruction and objectives will be routine. The process Kashmere will use to ensure this principle is met is through continuous collaboration of the Instructional Leadership Team, Data Team, administrators, faculty, and staff to ensure we are abreast of strategies and innovations which help to improve the overall structure of the school, culture, and climate. Additionally, networking with other small schools, mandating campus and department level PLCs, and hosting ongoing school-wide reflections and goal setting meetings are just some of the areas Kashmere will hone in this component. In using the small school concept, Kashmere will be able to establish relationships and collaborate with other schools that have implemented small school ideologies and demonstrated high success rates. On-site visits will be scheduled for observations and the gathering of research data for continual development and improvement to Kashmere's program also. The process used to determine the visits will be through the site-visit committee's data analysis of prospective small school campuses. This committee will be established in June of 2010. Another component in the improvement of the organization will be campus-wide book studies of successful education entities and education data. Although the book study is mentioned under the continuous professional development heading, the concept of school wide book studies is a catalyst for organizational improvement through ensuring teachers and staff are consistently aware of fresh perspectives and methodologies in inner-city education and abroad. The studies will be implemented to also ensure all administrators, staff, and teachers are cognizant of high-achieving educational organizations and Kashmere High School's ultimate goal which is to obtain the same or greater status while offering a notable curriculum to its community students. Emphasis will be placed on studies of schools and areas similar to that of Kashmere.

Because the Harlem Children's Zone is one of the education entities researched for the transformation of Kashmere, the study will initiate with the critically acclaimed *Whatever it Takes* by New York Times editor Paul Tough. In this notable book and resource, Tough profiles HCZ leader, Geoffrey Canada, and the Harlem Children's Zone's charter schools- an organization which offers inspiration to any low performing school system and its surrounding community. Furthermore, Kashmere will ensure that improvement is also ascertained through the use of current and newly partnered community liaisons and business resources. Partnerships to include student internships, career exposure, community service, scholarships, technological support, and decision-making will enhance the total academic environment of Kashmere High School. The ILT, data team, and content team leader groups will initiate in June and continue August through May. The book study will begin in August. Site Visit committee analysis will begin in June.

Extended School Day and School Year- The new Kashmere Senior High, with grant assistance, will work to create an advanced preparation environment by nurturing and guiding students to attain high levels of achievement. An extended day program will also allow Kashmere to focus on targeted interventions, enrichment services, and offer the additional student support needed to help increase poor completion rates such as the 61.4% of the last cohort. Research indicates the "small school" with extended day concept is highly effective in aiding disadvantaged areas with drop out rates. According to one study of 13,600 multiple-sized campuses, small schools revealed higher overall achievement, lower achievement gaps among races, and lower drop out rates. The Illinois Education Research Council has also found that small schools can develop an academic and social setting that is conducive to improved student outcomes for disadvantaged learners. This data is the backbone of Kashmere's decision to implement the small school model, with grant aid, to help combat the crisis the campus and community are faced with. The implementation of the extended day and school year will begin with initial diagnostics which will be administered within the first two weeks of school for all students. The results will determine student scheduling and curriculum focus with additional six-week assessments to incorporate targeted student interventions. District approved tutors or "coaches" will be brought in to work with students in their designated targeted areas during

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

Part 3: Intervention Model

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

the school day to ensure students' mastery of objectives. This will be achieved through "blocking" the core areas. Additionally, an instructional period will be added to the day Monday through Thursday, and a mandatory Ten-Saturday Academy with focus on math, science, reading, and technology will be key components in the transformed educational environment of Kashmere.

In conceptualizing a Saturday Academy, Kashmere is cognizant of the fact that because of the economically disadvantaged numbers (92% and 75% at risk), many students work on the weekends to support themselves and /or their families. To combat this, Kashmere will utilize the ideology of Professor Roland Fryer and his Education Innovation Laboratory (Edlabs) at Harvard which has found that cash incentives are a cost-effective method to increasing achievement. Kashmere will employ this incentive to ensure the students who are present on Saturdays for continual college and academic preparation while simultaneously receiving monies for personal needs and rewards. The Saturday Academy as well as the extended instructional period will also accommodate students in need of credit recovery to assist Kashmere's problem area in completion and graduation rates. We will also recognize students for academic progression and attendance each grading cycle. Additionally, as Kashmere works to ensure individualized student attention is given

to achieve college-bound rigor, the campus will transition and develop its current fine arts program into that of a well-established production-based Extended Day Program. With this alternative, students are able to remain involved in the core academic day longer as well as explore and attain added artistic instruction after school in the areas of dance, piano, theatre, band, art, and choir. The program will continue to offer training and guidance in areas of the arts and provide opportunities for artistic exposure and learning abroad.

Kashmere also has a CATE department, but over the years, it has been downsized; however, in keeping with high-rated programs nationwide, more quality teachers and technology equipment are needed to expand the technology component of the program to ensure students are knowledgeable of the latest and most comprehensive high-tech information in the field. To accomplish these educational goals, funding and training are needed to ensure the programs are as competitive as other "a-rated" magnet fine-arts and technology programs nationwide. In offering a comprehensive fine arts and technology program as apart of the extended day and school year, Kashmere will open doors to additional pathways and opportunities for students to excel in life through technology and fine arts scholarships and careers in these areas.

Kashmere will work to provide transportation for students in extended day activities. Preliminary diagnostics will be administered the first two weeks of school for all students and within the first two weeks of each newly enrolled student through the duration of the school year. Data review of student diagnostics will be every six weeks. Targeted interventions and pull outs for "academic coaching will begin the 2nd week of school (September). SAT/ACT preparation will be offered September through May. Credit recovery is daily beginning in September. College tours and fairs will initiate in September and be ongoing through May. Student incentive pay will be funded at the end of each semester.

Distributed Counseling consists of campus teamwork for increased student care, support, and achievement. This component of the small school model will be accomplished through collaborative efforts of the counselors (currently there are two counselors and one academic coach), Communities in School representatives, Wrap-Around program (which provides social, home, and emotional support to serviced students), and teachers. The services provided through these campus-based support groups foster a personalized and supportive environment that offers extended care for students in need of counseling, crisis intervention, conflict resolution, or simple academic monitoring. The programs also offer students additional guidance for those faced with extenuating circumstances at home or in school.

Due to the demographics of the student body, Kashmere's CIS and WrapAround caseloads are extensive. In 2008-09, CIS serviced 298 students of the total 584. Although the entities will continue to work in conjunction with counselors, new responsibilities will include emphasis being placed on developing and incorporating a college bound program for all students who utilize the programs' services. Kashmere High School's goal is to have all students immersed in a college-readiness environment regardless of home life quality and obstacles. Beginning in August, the advocacy period will be enhanced to include character education, support services, and test assistance. Furthermore, the Parent Center, through its Baby Preparatory Academy and combined efforts with the on-site day care facility, will be a resource and counseling outlet to teen mothers as they continue to strive for school achievement and college despite personal obstacles. In conjunction with the teachers, staff, counselors, and mentors, all Kashmere High students receive a circular support system that is intertwined with academic excellence in achievement. CIS and Wraparound begin services in August. Day care services are available August through May. Counselor support services are ongoing August through May.

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<p>Dedicated Team of Teachers and Counselors - Kashmere will recruit and retain high-quality instructors and master teachers, counselors, and support staff that, without doubt, understand the demographics and are willing to put forth the extra effort in cultivating the newly envisioned school culture and climate of academic success. In being dedicated, Kashmere Senior High teachers will comply to the contractual requirements based on the selected school model, professional development standards and mandates, the organizational improvement, and commitment to student success. Counselors, teachers, and college readiness support staff will continue to work toward an ultimate goal of 100% college entrance success among Kashmere seniors. Through Houston ISD's new hiring process, the goal of attracting and retaining highly qualified teachers is in motion, and Kashmere will benefit by ensuring that all teachers are not only experts in their respective content areas, but are able to employ ideologies and methodologies such as those of proven multiple intelligences and multicultural classroom strategies for valuable and engaging student learning. Teacher training in these areas are a must to ensure effectiveness and impact in student achievement. Additionally, teachers who specialize in career and technology areas are needed to broaden technology instruction and ensure interested students have opportunities for career exploration through hands-on learning and experience in the classroom. Recruitment of teachers begins in May through August. Team preparation begins in June. Professional development begins in August and continues through May.</p> <p>College Preparatory Instructional Program - The development of a rigorous, high-cognitive level instructional climate inclusive of in-depth problem solving, multiple assessments, self-discipline, study skills, literacy and numeracy in all core areas, and college exposure at all grade levels guides this component and Kashmere's needs. Exposure is essential therefore preparation for college entrance examinations such as PSAT, SAT, and ACT will be provided. Students will attend college tours at all grade levels to ignite college interest and motivation among students. Clarity and understanding of the college entrance process is often misunderstood by many in disadvantaged areas; therefore, Kashmere will ensure that students and parents are knowledgeable of requirements at the onset of high school through parent meetings, college days on campus, and other methods of communication. This will allow proper preparation on behalf of the student and family prior to senior year. Moreover, advanced preparation courses will become a norm as expectations are set high for students to excel. Students who receive special services will also partake in mainstreamed courses and targeted interventions. Students will experience an inquiry-based curriculum and create projects that focus on the synthesis and analysis levels of cognition for thorough understanding. Education software for multiple levels including college will be needed and incorporated for additional instruction and preparation also. Literacy will be built through what HCZ calls daily "interest-based" reading and writing, and through community partnerships, students will receive internships and jobs that provide experience in the real world job market. In keeping with the development of an advanced preparation and college-ready culture and climate, dual credit courses will be offered to students as. SAT/ACT preparation will begin in September and continue through May. Credit recovery is daily beginning in September and college tours and fairs will initiate in September and are ongoing through May.</p>		

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.		
1	Chief Improvement Officer of High Schools	
2	School Improvement Officer (SIO)	
3	Principal (New)	
4	Faculty/Staff	
5	Community	
6	Parents	
7		
8		
9		
10		

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

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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
C	Improve Student Achievement in Reading/ELA	To ensure students are literate, competitive, and prepared for college level English and communication.	Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008	Aug 1, 2010	June 30, 2013
C	Improve Student Achievement in Mathematics	To ensure students are competent, competitive and prepared for college-level mathematics	Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008	Aug 1, 2010	June 30, 2013
A	Creation of Data Team	To ensure a set committee convenes to regularly review all campus data including but not limited to the TEKS for ongoing organizational improvement	Driven by Data: A Practical Guide to Improving Instruction. Bambrick-Santoya, 2010	Aug 1, 2010	June 30, 2013
C	Biweekly Campus and Department-created Formative and Summative Assessments	Meaningful assessments based on direct classroom insight and department data of TEKS objective needs	Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008	Aug 1, 2010	June 30, 2013
B/C	Establishment of collaborative efforts with feeder middle school	To ensure vertical alignment is in place with emphasis on weak objectives	Professional Learning Communities at Work. DuFour and Eaker	Aug 1, 2010	June 30, 2013
A-	Preliminary Diagnostics within the first two weeks of students' enroll date	To identify student strengths and weaknesses	Driven by Data: A Practical Guide to Improving Instruction. Bambrick-Santoya, 2010	Aug 1, 2010	June 30, 2013
A/C	Individualized Targeted Interventions incorporated into student scheduling	To ensure areas of weakness are targeted and interventions are in place for student improvement	Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008; ASCD	Aug 1, 2010	June 30, 2013
Add additional pages as needed.					

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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
C-	Pull-outs for academic coaching	To ensure individualized instruction is given for strong and weak areas- to enhance classroom objectives	Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008 ASCD	Aug 1, 2010	June 30, 2013
A/B/C-	Campus-wide and Department PLC	To ensure formative and summative assessment data is analyzed and used to drive instruction-also for effective department lesson planning, research, and sharing of best practices	Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008	Aug 1, 2010	June 30, 2013
C	Saturday Academy	To reemphasize and offer additional strategies for math, reading, science, and technology	Education Innovations Laboratory (EdLabs) Harvard University; Institute for Student Achievement	Aug 1, 2010	June 30, 2013
C	Student Incentive Pay	To increase student motivation and academic performance through monetary incentives	Education Innovations Laboratory (EdLabs) Harvard University	Aug 1, 2010	June 30, 2013
C	AVID program	To increase rigor, college-readiness, and effectiveness of student-learning	AVID	Aug 1, 2010	June 30, 2013

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B	Data Team Analysis	To ensure a set committee convenes to regularly review TEKS data for ongoing campus and department decision-making and direction for student scheduling	Driven by Data: A Practical Guide to Improving Instruction. Bambrick-Santoya, 2010	Aug 1, 2010	June 30, 2013
A	Data Training for Data Team and Content Area Team Leaders	To ensure the data team and content area leaders are trained on effective analysis and dissemination of information	Kilgo Consulting	Aug 1, 2010	June 30, 2013
A,B,C	Content PLC Meetings	As a department, weekly meetings for teachers to pull and review data, determine interventions, assess needs of GT, and align lesson planning.	Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008	Aug 1, 2010	June 30, 2013
A,B,C	Grade-Level/Team PLCs	To monitor by grade level: student data, student work, horizontal planning, determine interventions, and assess needs of GT-Content area team leaders will assist department teachers with learning to analyze and use data	Professional Learning Communities at Work. DuFour and Eaker	Aug 1, 2010	June 30, 2013
A,B,	Training on district data systems- all faculty	To ensure teachers are efficiently trained in utilizing district data systems, i.e. creating tests, pulling info, and utilizing with department students, and parents	Driven by Data: A Practical Guide to Improving Instruction. Bambrick-Santoya, 2010	Aug 1, 2010	June 30, 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Campus-wide book study and educational research	To ensure administrators are constantly abreast of proven innovations and strategies for student and organizational improvements in urban education	Bring on the Books- Edweek. Donalyn Miller, 2009	Aug 1, 2010	June 30, 2013
A/C	Cognitive Coaching Training	To have effective cognitive coaches to build efficiency in teaching staff through coaching sessions	Cognitive Coaching; A Foundation for Renaissance Schools. A. Costa, etc.	Aug 1, 2010	June 30, 2013
C	Data Team Training	To ensure the data team is trained on effective analysis and dissemination of information	Kilgo Consulting	Aug 1, 2010	June 30, 2013
A/B	National School Reform Protocols	To ensure teacher walk-throughs and meetings are effective, useful, and conducted in an aligned format	National School Reform Association	Aug 1, 2010	June 30, 2013
B/C	Perception Surveys for campus-wide culture and climate building	To collect data from students, faculty/staff, and parents ranging from school safety, classroom environment, parent connections, strengths, and needed improvements.	National Association of Secondary School Principals The Heart of Coaching, Thomas Crane	Aug 1, 2010	June 30, 2013
B/C	ILT Goal Setting Meetings	To ensure the ILT convenes with principal to reflect, create, and monitor progress and needs of student, teachers, and campus goals	National Association of Secondary School Principals	Aug 1, 2010	June 30, 2013
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A/C	Content Area Team Leader Meetings	To share best practices in team leadership, create core goals, analyze data and work to increase overall department success through collaborative efforts, research, and studies	National Association of Secondary School Principals Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008	Aug 1, 2010	June 30, 2013
B	Participation in PLCs and Grade Level/Content Area Professional Development Sessions	Administrators will partake in professional development in their respective areas to be active learners alongside teachers they are assigned.	National Association of Secondary School Principals Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008	Aug 1, 2010	June 30, 2013
A	Partake in administrative conferences for continual leadership development	Administrators will partake in leadership professional development for continual improvement	National Association of Secondary School Principals	Aug 1, 2010	June 30, 2013

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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
A	Individualized Targeted Interventions incorporated into student scheduling	To ensure areas of weakness are targeted and interventions are in place for student improvement	Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008	Aug 1, 2010	June 30, 2013
A	Saturday Academy	To reemphasize and offer additional strategies for math, reading, science, and technology	Education Innovations Laboratory (EdLabs) Harvard University Institute for Student Achievement	Aug 1, 2010	June 30, 2013
A	Pull Outs for increased needed and/or enhanced work on TEKS objectives	To ensure individualized instruction is given for strong and weak areas- to enhance classroom objectives	Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008	Aug 1, 2010	June 30, 2013
C	Content Area PLCs	As a department, weekly meetings for teachers to pull and review data, determine interventions, assess needs of GT, and align lesson planning.	Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008	Aug 1, 2010	June 30, 2013
A	Dual Credit Course Offerings	To ensure college preparation is embedded in course offerings for higher academic achievement	Institute for Student Achievement	Aug 1, 2010	June 30, 2013
A	Credit Recovery	To offer flexibility in student needs for individualized improvement	Institute for Student Achievement	Aug 1, 2010	June 30, 2013
B	Year at a Glance/campus specific calendar	Effective monthly instructional goal planning and yearly outlook for assessments, professional developments, conferences, parent events, etc.	Houston ISD	Aug 1, 2010	June 30, 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B/C	Parent Center Opening to include parenting workshops	To provide parent/comm-unity access to educational materials, student resources, and post secondary education	School and Community Relations, 9 th Ed. Bagin, Gallagher, Moore	Aug 1, 2010	June 30, 2013
B/C	Baby Preparatory Academy	To accommodate the significant number of parenting students and parents of campus students with information such as instilling literacy at birth and child development	Harlem Children's Zone/EdLabs	Aug 1, 2010	June 30, 2013
B/C	Parent/Student Summer Ram Academy	To establish relations and increase parent involvement and overall student support	On Commom Grpund DuFour and Eaker	Aug 1, 2010	June 30, 2013
B/C	GED / ESL Classes	To support parent and community needs through education	Family and Community Partnerships: Your Handbook for Action. Joyce Epstein, etc. 1997	Aug 1, 2010	June 30, 2013
A	Increased parent numbers on SDMC	To increase parent support and input alongside administrators, faculty, and staff for campus improvement	School and Community Relations, 9 th Ed. Bagin, Gallagher, Moore	Aug 1, 2010	June 30, 2013
A	Creation of a Parent Action Committee	To increase parent input and involvement among students and school/community efforts	Family and Community Partnerships: Your Handbook for Action. Joyce Epstein, etc. 1997	Aug 1, 2010	June 30, 2013
C	Communities in School/Wraparound	To provide additional emotional, social, and educational support to students and families	School and Community Relations, 9 th Ed. Bagin, Gallagher, Moore	Aug 1, 2010	June 30, 2013
B/C	School website maintenance and updates- teacher webpages	Provide additional outlet for school and community information	Family and Community Partnerships: your Handbook for Action. Joyce Epstein, etc. 1997	Aug 1, 2010	June 30, 2013
A/B	Parent Surveys	To be aware of specific needs of parents and their perception of school for continual improvement	Family and Community Partnerships: your Handbook for Action. Joyce Epstein, etc. 1997	Aug 1, 2010	June 30, 2013

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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
A/B	Professional Development in Multicultural Education and Multiple Intelligences	To inform/refresh teachers on multicultural teaching strategies and MI to increase student engagement, inclusion, learning, and thus attendance with a decline in referrals	Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners. Robert Cole, 2008 Going With the Flow: How to Engage Boys (and Girls) in Their Literacy Learning by Michael Smith and Jeffrey Wilhelm (2006)	Aug 1, 2010	June 30, 2013
A	Attendance/Drop Out Committee	To ensure students with excessive absences are monitored and parents are notified	National Center for School Engagement	Aug 1, 2010	June 30, 2013
C	Extended-day Fine Arts and Technology courses and activities	Refining and adding courses for increased student involvement, attendance, and career exploration	Theater, Speech, and Dance: Expressing Your Talents. Doris Valliant, 2005	Aug 1, 2010	June 30, 2013
B	Professional development in classroom management for teachers and staff	To showcase proven classroom management strategies and decrease discipline referrals	CHAMPS PBS	Aug 1, 2010	June 30, 2013
A	Grade Level Absence Team	To assist school-wide efforts in tracking/monitoring absences of grade level students and to create a reward system	National Center for School Engagement	Aug 1, 2010	June 30, 2013

Add additional pages as needed.

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B	Training on data systems and usage of data	To ensure teachers are efficiently trained in utilizing district data systems, i.e. creating tests	Kilgo Consulting	Aug 1, 2010	June 30, 2013
B	Ongoing content area Professional Development	To ensure teachers are constantly utilizing strategies that work and remaining fresh in instructional methods for continual student achievement	Revisiting Professional Learning Communities. DuFour, DuFour, and Eaker, 2008	Aug 1, 2010	June 30, 2013
B	Campus-wide book studies and research of educational materials	To ensure administrators, faculty and staff are abreast of new and proven strategies, education innovations, and urban school achievements.	Bring on the Books- Edweek. Donalyn Miller, 2009	Aug 1, 2010	June 30, 2013
A/B	Cognitive Coaching Session (through the PDAS Framework)	To ensure teachers are aware of effective student learning in their classrooms and steps for improvement	Cognitive Coaching; A Foundation for Renaissance Schools. A. Costa, etc.	Aug 1, 2010	June 30, 2013
B	Professional Development in Classroom management, MI, Multicultural Strategies, and differentiating instruction	To ensure teachers use varied strategies and instructional tools to accommodate all learners	Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners. Robert Cole, 2008 Going With the Flow: How to Engage Boys (and Girls) in Their Literacy Learning by Michael Smith and Jeffrey Wilhelm (2006)	Aug 1, 2010	June 30, 2013
B	Monitoring of Student Learning using District data System (EVAAS)	To monitor which classes reflect high achievement on particular TEKS and which need improvement	Dr. Douglas Reeves and Dr. John Hattie- The Learning and Learning Center	Aug 1, 2010	June 30, 2013
Add additional pages as needed.					

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A/B	National School Reform Protocols	To ensure teacher walk-throughs and meetings are effective, useful, and in an aligned format	National School Reform Association	Aug 1, 2010	June 30, 2013
C	Work closely with HR to attract needed talent	Retain and seek out highly trained core area and career/technology/fine arts teachers	Houston Independent School District	Aug 1, 2010	June 30, 2013
A/B	PDAS Training	To ensure teachers have a clear comprehension the framework and its ultimate goal of efficient student learning	Professional Development Appraisal System Training Manual	Aug 1, 2010	June 30, 2013

Add additional pages as needed.

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<p>Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>					
<p>Part 3: Intervention Model</p>					
<p>Section D: Other Improvement Activities and Timeline (cont.)</p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Creation of smaller learning communities	To increase the personalization, relevance, and rigor in academic coursework	Diana Oxley, 2006; Center for School and District Improvement – Recreating Secondary Schools, 2001; <i>Doing What Works Research Based Education</i> Practices-online;	Aug 1, 2010	June 30, 2013
7C	Incentives for school leaders, teachers, and other staff	Providing motivation for teachers/administrators who <u>are</u> OR <u>should be</u> implementing/monitoring instructional best practices for successful student achievement.	National Comprehensive Center for Teacher Quality Key Issue: Increasing Teacher Retention to Facilitate Equitable Distribution of Effective Teachers. May 2009 Molly Lasagna Learning Points Associates http://www.tqsource.org/publications/KeyIssue_TeacherRetention.pdf	Aug 1, 2010	June 30, 2013
1C	Implementing school-wide response to intervention (RtI)	Ensuring that all students are learning; and implementing differentiated instruction when some students have it and other do not.	<i>Doing What Works Research Based Education</i> Practices-online; Tilly, 2008;	Aug 1, 2010	June 30, 2013
1A	Increasing rigor by providing students support for taking advanced coursework (AVID)	To increase the college/career readiness of students	Diana Oxley, 2006; Center for School and District Improvement – Recreating Secondary Schools, 2001; <i>Doing What Works Research Based Education</i> Practices-online;	Aug 1, 2010	June 30, 2013
5A	Partnering with parents/parent organizations or other community-based organization	Creating safe school environments that meets students' social, emotional, and health needs.	School and Community Relations, 9 th Ed. Bagin, Gallagher, Moore	Aug 1, 2010	June 30, 2013
<p>Add additional pages as needed.</p>					

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<p>Part 3: Intervention Model</p>					
<p>Section D: Other Improvement Activities and Timeline (cont.)</p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A	Implementation of advisory/advocacy period	To build relationships between students, faculty, and other school staff	Center for School and District Improvement – Recreating Secondary Schools, 2001; <i>Doing What Works Research Based Education</i> Practices-online	Aug 1, 2010	June 30, 2013
4A	Bell to Bell instruction with warm up activities, engaging in curriculum, instruction, and assessment.	If learners spend more time at learning and use that time well, then they will learn more effectively.	Academic learning time (ALT) is the amount of time a student spends attending to relevant academic tasks while performing those tasks with a high rate of success (Caldwell, Huitt, and Graeber, 1982; Berliner, 1984)	Aug 1, 2010	June 30, 2013
3B	Require daily feedback to walk through observations reports recording the results of daily administrative walk-through observations - due at 8:30 a.m. the next day for review in 30-Minute Sharpening the Saw Meetings with principal	To have instant and continuous feedback on teaching performance to ensure appropriate support is rendered to improve instruction quickly and effectively.	"Working on the Work" - by Phillip C. Schlechty	Aug 1, 2010	June 30, 2013
5A	Establish systems of gathering feedback from parents and school staff for identifying numerous ways parents can choose to volunteer.	Facilitate regular, two-way, and meaningful communications between home and school.	Freiberg, H. Jerome. <u>School Climate: Measuring, Improving and Sustaining Healthy Learning Environments</u> . London: Routledge Falmer, 1999.	Aug 1, 2010	June 30, 2013

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Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px; background-color: #f0f0f0;"> <p>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 <i>must</i> be checked.</p> </div> <div> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a School wide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>The proposed project's evaluation plan includes both formative and summative components to ensure ongoing monitoring for continuous improvement. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Project Administrator (PA). The PA will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation and monitoring of the proposed project. As PA with assistance of the Houston ISD Research and Accountability Department, the PA will report, where appropriate on a quarterly and end-of-year basis, both formative and summative program findings to the Campus Principal and school staff, parents and community members, key partners, the Houston ISD Superintendent of Schools and Board of Trustees, and the Texas Education Agency.</p> <p>The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. The plan for ongoing monitoring for continuous improvement will be based on the stated goals and objectives, as outlined previously. The proposed project's processes will be continually reviewed and improved.</p> <p>In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan, at the campus level that:</p> <ul style="list-style-type: none"> • Will convene regular meetings with staff and other stakeholders for discussing monitoring and progress; • Based on these meetings with stakeholders for discussing monitoring and progress, program modifications, as needed, will be formulated and implemented; • Surveys will be provided, at any time, to elicit feedback from students, parents, and other stakeholders; and • For issues that cannot be resolved at the campus level, the Campus Principal will report these challenges, in a timely manner, to the Superintendent of Schools for quick resolution. <p>The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement will be made available and will be communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference, at any time, by making a request to the PA.</p>		

**TEXAS EDUCATION AGENCY
Standard Application System (SAS)**

101912
County-District No.

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

School Years 2010-2013

Amendment No.

Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

The proposed project's evaluation plan includes both formative and summative components. A goals-based approach will be used to evaluate the proposed project. The overall evaluation will be a multiple operation framework that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanisms that will be implemented.

The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Project Administrator (PA). The PA will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation of the formative evaluation.

The formative evaluation will be conducted to determine if the proposed activities are indeed being implemented, as described in the project's goals and objectives, and whether or not they are contributing to the overall success of the program. Progress reports will be prepared by the PA, with the assistance of the Houston ISD Research and Accountability Department, and will be submitted in a timely manner to TEA, as required.

The PA will utilize the goals and objectives to assess the following general indicators:

- (1) To what extent are the activities of the proposed program being implemented as planned;
- (2) To what extent are the objectives of the proposed program being met;
- (3) To what extent is the quality of the professional development meeting the needs of the teachers and school;
- (4) To what degree has the proposed program stimulated systemic changes in the teacher knowledge, skills, and practice as it relates to improving the quality of education;
- (5) To what degree has this program impacted student achievement; and
- (6) To what extent has parent participation increased?

The formative evaluation plan will also assess all grant-related activities, as implemented. The formative evaluation reports will provide detailed analysis and project findings on the following:

- Quality, type, and degree of planning, implementation, and evaluation of project activities;
- Quality, type, and degree of collaboration with project partners;
- Quality and level of communication with and reporting to management on the progress of the project and any problems encountered;
- Quality, type, and degree of participatory involvement practiced by the principals, teachers, parents, and, when appropriate, students;
- Quality, type, and level of professional development activities;
- Quality, type, and level of services actually provided to the targeted population;
- Quality and type of curriculum that is utilized;
- Quality and type of instruction;
- Quality of any products or documents developed as part of the project;
- Strengths and weaknesses of the project design, implementation, and evaluation; and
- Extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented.

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>The overall responsibility for implementing the project's qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Project Administrator (PA). The PA will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation of the qualitative and quantitative data collection methods.</p> <p>Under the guidance of the Houston ISD Research and Accountability Department, all data, via established, standardized protocols at the participating campus, will be collected, analyzed, and reported by comparing baseline data to demonstrated quantitative and qualitative performance and processes within the school for each year of the grant period. A timeline of key evaluation dates will be established. Prior to project implementation, the PA, principal, key partners, and the Houston ISD Research and Accountability Department, will meet to establish and implement the evaluation design to ensure the smooth collection, analysis, and reporting of all quantitative and qualitative findings.</p> <p>The quantitative and qualitative data that will be collected, as part of the evaluation plan, includes data from student performance indicators (e.g., overall student academic achievement; state assessment tests; percentage of students performing at/above grade level; promotion rates) implementation indicators (e.g., how well the project is implemented in meeting objectives on time and within budget), including staff development, parent involvement and training, and program context indicators. The evaluation plan will aggregate and disaggregate measures of student academic achievement, by student populations. Data will be collected for multiple sub-populations of students.</p> <p>Data collection methods will include project records, student records, test results, and survey results – including but not limited to: Student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester.</p> <p>Data collection methods are designed to elicit feedback and performance assessment from all stakeholders, and address all strategies and activities related to the project. Depending on the scale level of the data collected, qualitative and/or quantitative analytical procedures may be used to process and present the product evaluation findings.</p>		

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Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The process to be implemented by which Kashmere High School will continuously develop the campus' performance goals includes input from the campus leadership team, campus teacher leaders, groups of student and parent stakeholders, district-level administrators, and other community members. The premise behind Site-based Decision Making (SDM) is that the most effective decisions in improving student performance and enhancing accountability are made by those individuals who will actually implement the decisions. In the case of preparing these campus performance goals, campus level staff have a greater ability to identify problems, collaborate for solutions, and create positive results because they are the individuals with first hand knowledge of campus needs. Once the entire staff has been involved in studying the data, prioritizing, and determining the areas that need to be addressed, the Site-based Decision Making Committee (SDMC) begins their work of putting a plan together to address the identified needs. The plan will then go back to the staff as a whole for agreement and implementation.</p> <p>The campus principal will initiate the process by soliciting input from parents by way of a focus group that asks questions concentrating on:</p> <ul style="list-style-type: none"> ▪ What information and data can and should teachers provide parents, and how can this information best be presented? ▪ Can teachers and school staff co-create with families' mechanisms and processes to communicate and collaborate to improve student achievement? ▪ What resources should the school have beyond learning in the classroom to support student success (e.g., out-of-school time opportunities in community)? <p>By garnering the attention of parents on how parents feel they can best be served by the campus with regards to their child's progress will assist the campus with increased parent engagement and effect achievement in the process. Parents will also be presented with baseline data, what it means to the campus accountability rating, and what it means more personally, to their child and their child's academic progress. The results and findings of the focus group will be compiled and presented by the principal to the leadership team.</p> <p>The campus principal will conduct a similar focus group for students ensuring that student voices are included in the campus transformation process. The questions leading the discussion in the student focus groups are:</p> <ul style="list-style-type: none"> ▪ What's going well in our school? ▪ If you could change one thing in our school, what would it be? ▪ What improvement should be made in our community or world and how can you help? ▪ What do you feel could help you learn at _____? ▪ Do you feel safe within the current school climate? <p>Data will then be generated and issues/concerns will be prioritized. Research show that If we really want students to own their own learning, then we need to give them opportunities and the responsibility to be involved in decisions that affect them (National Association of Secondary School Principals, 2008; National Association of Student Councils, 2008).</p> <p>Next, the leadership team will be apprised of the feedback from parents and students by the principal. Discussions will be held among this team regarding the newly compiled qualitative data from the students and parents. Each member of the leadership team will then meet with teacher leaders within each of the campus PLCs for data driven decision making to take place. Each PLC (whether organized into interdisciplinary teams or departmental teams) will have to utilize the qualitative data in conjunction with the qualitative data (current student achievement data) to assess the status of the campus needs.</p>		

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<p>PLCs will focus on the following topics/questions in reviewing and making data-driven decisions regarding student learning outcomes, instructional practices, and other research-based strategies centered on positive student achievement and growth:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Faculty topic of review</th> <th style="width: 50%;">PLC Questions</th> </tr> </thead> <tbody> <tr> <td>▪ State Curricular objectives</td> <td><i>What do students need to know and be able to do?</i></td> </tr> <tr> <td>▪ Assessments (formal-informal)</td> <td><i>How will we know when they have learned it?</i></td> </tr> <tr> <td>▪ Re-teaching – Instructional Techniques – Intensive Tutoring – Reassessment</td> <td><i>What will we do when they have not learned it?</i></td> </tr> <tr> <td>▪ Differentiate Instruction (increase rigor and expectations)</td> <td><i>What will we do when they already know it?</i></td> </tr> </tbody> </table>			Faculty topic of review	PLC Questions	▪ State Curricular objectives	<i>What do students need to know and be able to do?</i>	▪ Assessments (formal-informal)	<i>How will we know when they have learned it?</i>	▪ Re-teaching – Instructional Techniques – Intensive Tutoring – Reassessment	<i>What will we do when they have not learned it?</i>	▪ Differentiate Instruction (increase rigor and expectations)	<i>What will we do when they already know it?</i>
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▪ Differentiate Instruction (increase rigor and expectations)	<i>What will we do when they already know it?</i>											
<p>Once each PLC has reviewed and discussed the data, prioritized recommendations should be drafted by each PLC and forwarded to the campus principal and SDMC for further review and discussion.</p> <p><u>The SDMC and campus administration will be charged with critically looking at the:</u></p> <ol style="list-style-type: none"> 1. extent to which strategies and activities were implemented as planned to achieve the stated goals, as indicated through the documentation of student and adult participation rates, student academic achievement (i.e., classroom grades, pre- and post-tests, and overall performance on all TAKS tests and other assessment tests), student promotion/retention rates, student disciplinary infraction rates, student enrollment and participation rosters in activities, teacher observations, surveys of program participants, and TEA's progress reports; 2. effectiveness of strategies and activities in achieving goals documented through: comparison of various assessments, increased student/parent participation rates, increased community involvement, decreased retention and disciplinary rates, increased student academic achievement and more students performing at or above grade level on the state assessment; 3. impact of strategies and activities on participants, periodic surveys, questionnaires, evaluations, and needs assessments, will be completed by parents, teachers, students, and community leaders. Attendance sheets will document the level of participation; and finally 4. extent to which the performance targets were met. <p>Annually, the members of the SDMC will formatively monitor the reform implementation activities of the grant during to address the progress made on the performance goals.</p> <p>The campus principal with the assistance of the technical assistance provider will keep the Transformation School Improvement Officer abreast of progress on a continuous basis. Feedback will be continually gathered, disseminated, discussed, and acted upon to ensure continuous improvement and accountability.</p>												

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS	85%	89%	94%	100%
2	Improve Student Achievement in Mathematics	TAKS	58%	75%	83%	92%
3	Improve Student Achievement in Science	TAKS	65%	70%	77%	86%
4	Improve Student Achievement in Social Studies	TAKS	94%	97%	100%	100%
5	Increase Graduation Rate	AEIS	61.4%	75%	90%	100%

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 Teacher Data Knowledge and Implementation	Content Area Team Leader/ Assigned Administrator/ EVAAS	60%	85%	95%	100%
2	Increase Effective of PLC Data Assessments	Content Area Team Leader and Assigned Administrator	80%	87%	94%	100%
3	Improve ILT Data Analysis	PDAS	0% (none)	80%	90%	100%
4	Improve SDC Data Analysis and Usage for Content Area Goals	PDAS	0% (none)	80%	90%	100%
5	Increase the use of Teacher/Department Created Assessments of TEKS Objectives	Instructional Specialist/ EVAAS/Campus Online	90%	93%	96%	100%

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Leadership Knowledge and Support of Teachers	Faculty Surveys	0% (none)	85%	95%	100%
2	Improve Organization of Leadership and Duties	Faculty Surveys	0% (none)	85%	95%	100%
3	Successful Completion of Administrative Professional Development	Professional Development Records and Certificates	85%	95%	97%	100%
4	Supervisory Style + Culture and Climate Building Strategies	School Climate Surveys	0% (none)	85%	92%	100%
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	All Teachers Cognitively Coached for Increased Student Learning	PDAS Framework/Walk-throughs	0% (none)	75%	90%	100%
2	Effective Instruction the Entire Class Period using the Lesson Cycle (bell-to-bell)	PDAS/ Appraiser	0% (none)	85%	100%	100%
3	Outlined Lesson Plans inclusive of TEKS Objectives	PDAS/Lesson Plan Submissions	0% (none)	100%	100%	100%
4	Maximized use of Extended-Day Instructional Period	PDAS/Lesson Plan Submissions	0% (none)	85%	100%	100%
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	Increased Parent Involvement	CAP/SIP/ Surveys	25%	50%	75%	96%
2	Increased Community Support	CAP/SIP Surveys	40%	65%	87%	98%
3						
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Perception Surveys of faculty, staff, students and parents	Survey Results	0% (none)	75%	90%	100
2	All administrators will review Supervisory style and culture/climate building strategies	Teacher/Student Surveys and Input	0% (none)	85%	92%	100%
3						
4						
5						

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase 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	Participation in campus-wide and department level book studies	Principal/ Assigned Administrator/ Content Area Team Leader	0%	90%	95%	100%
2	All teachers will be trained and effectively utilize district data systems for student improvement in TEKS	Content Team Leader/ Assigned Administrator	60%	85%	95%	100%
3	All teachers will participate with departments in creating formal and summative assessments based on TEKS/TAKS objectives	Content Team Leader / Assigned Administrator	90%	95%	100%	100%
4	All teachers will receive a cognitive coaching session	PDAS framework	0%	75%	90%	100%
5						

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

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

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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant

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

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

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

Barrier: Gang-Related Activities

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

Barrier: Drug-Related Activities

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

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

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

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

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Texas Title I Priority Schools Grant
Schedule #5—Program Budget Summary

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

Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$ 3,636,769	\$ 0	\$	\$ 3,636,769
Professional and Contracted Services	5C	6200	550,108			550,108
Supplies and Materials	5D	6300	217,565			217,565
Other Operating Costs	5E	6400	148,963			148,963
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	530,000			530,000
Total Direct Costs			\$ 5,083,405	0		\$ 5,083,405
2.535% Indirect Costs				\$116,703		\$116,703

Grand Total

Total Budgeted Costs:	\$ 5,083,405	\$116,703	\$	\$5,200,108
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Administrative Cost Calculation

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	\$4,553,405*
Multiply by .05 (5% limit)	X .05
Enter Maximum Allowable for Administration, including Indirect Costs	\$ 227,670

* Less Capital Outlay

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Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

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

Year 1: SY 2010-2011 \$2,049,892 \$1,846,110
 Year 2: SY 2011-2012 \$1,600,000 \$1,676,989 *
 Year 3: SY 2012-2013 \$1,600,000 \$1,677,009 *

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

Provide any necessary explanation or clarification of budgeted costs

Payroll	
Tutors (18 full time positions x 3 years)	1,350,000 ✓
Data Specialist position (partial salary for 5 campuses x 3 yrs)	41,205
Academic Svc. Program Mgr. (partial salary for 5 campuses x 3 yrs)	44,016
Academic Trainer – Campus-based (salary x 3 yrs)	178,212
Substitute Pay Year 1- Year 3 there will be a great deal of professional development required for teachers. Some professional development will be offered during the school day, but there will be some professional development that will happen on weekends as well as during the school day. Substitutes= \$85-100/day x 353 teachers over a 3 year period = \$60,000	\$ 60,000
Professional Staff Extra-Duty Pay – KHS will move from a 7.5 hour school day to a longer year with longer school hours. Teachers will be required to work 202 days. The school day will be from 7:30 am-4:30 pm Monday thru Thursday, and 7:30-3:30 on Friday. Extra duty pay for 50 teachers x daily rate of pay x 202 days x 3 years + 50 teachers x 15 days x daily rate of pay x 3 yrs (includes benefits)**	\$1,233,279
Support Staff Extra-Duty Pay – staff will receive time and ½ for 1.5 hours per day x 3 years (includes benefits)**	391,092 ✓
Principal incentive funds for leading low performing school @ \$10,000 per year x 3 yrs	30,000 ✓
Fringe for above salaries except those indicated **	308,965 ✓
	\$3,636,769.00

Supplies and Materials that do not require specific approval:

Goal/Strategy	Qty	Complete Description	Unit Price	Total
Increase the use of Quality DATA-DATA Teams	1	General supplies markers, paper,	varies	\$ 66,505
Increase the use of Quality DATA-DATA Teams	1	lamination, expo cleaner, etc (3 yrs)	varies	\$ 25,000
Improve student Achievement-Academic Performance	5000	Region 4- Closing the Gap Booklets or Other of principals choosing	\$6.00	\$ 31,243
Increase student attendance- student incentives	500	Lanyards, school spirit items, jump drives pencils/pens, folders, certificates	\$1-10 ea.	\$ 32,500
Increase Stakeholder Involvement	1	Printing cost for flyers, etc (3 years)	varies	\$ 15,500
Increase the use of Quality DATA-book study	300	book for book study	\$10.00	\$ 3,000
Increase # of students taking AP courses (3yrs)		Binders, lanyards, other general/ school supplies for AVID students	varies	\$ 33,817
Increase leadership skills of campus team and communications btw LEA Admin	-	General Supplies for Transformation SIO (LEA Admin)	varies	\$ 10,000
		TOTAL		217,565

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <u>Ms. Piper</u> by telephone/e-mail/FAX on <u>10/8/10</u> by <u>Christy Jones</u> of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013		<u>101912</u> County-District No. Amendment No.		
Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor		18			1,350,000
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: Data Specialist (partial salary)		1			41,205
23	Title: Academic Svc. Program Mgr. (partial salary)		1			44,016
24	Title: Academic Trainer (partial salary)		1			178,212
25	Title:					
26	Subtotal Employee Costs				\$	\$ 1,613,433
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 60,000
28	6119	Professional Staff Extra-Duty Pay				1,233,279
29	6121	Support Staff Extra-Duty Pay				391,092
30	6140	Employee Benefits				308,965
31		Principal Incentive				30,000
32	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$2,023,336
33	Grand Total Payroll Budget (line 26 + line 31)				\$	3,636,769

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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.	Critical Friends Coach Training or other PLC training (6 persons)	5,000		5,000
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Subtotal

Professional and Consulting Services Less than \$10,000 \$ \$ 5,000

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

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

Parent Engagement

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		75,000		75,000
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____ %)				
Total Payment:		\$ 75,000	\$	\$ 75,000

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Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Staff Development/Training				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	4	\$ 400,108	\$	\$ 400,108
Title: Leadership and Learning				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 400,108	\$	\$ 400,108
3. Description of Professional or Consulting Service (Topic/Purpose/Service):				
classroom management and discipline practices				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 35,000	\$	\$ 35,000
Title: Facilitator				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 35,000	\$	\$ 35,000
4. Description of Professional or Consulting Service (Topic/Purpose/Service):				
twilight academy (virtual) to increase graduation rates				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$35,000		35,000
Title: none				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials (Curriculum library)				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 35,000	\$	\$ 35,000
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		0		0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		5,000	0	5,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		545,108		545,108
Remaining 6200- Professional and Contracted Services that do not require specific approval:		0		0
Grand Total:		550,108		550,108

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Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$	
	#	Type	Purpose			Quantity
	1					
	2					
	3					
	4					
	5					
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						
Remaining 6300- Supplies and Materials that do not require specific approval:				0	217,565	
Grand Total				\$ 0	217,565	

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Texas Title I Priority Schools Grant					
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$	\$ 45,200
	Specify purpose:	Travel to exemplar sites for leadership team of 5-10 KHS personnel – including the new principal. Travel costs include hotel (max 2 nights), RT air (if applicable) or mileage and per diem [10x \$1200 OR 5x \$2400 per person] TOTAL: \$12,000 Travel to TX site for AVID training for a team of 5-8 different KHS personnel each year @ \$800 pp registration + \$1000 pp travel expenses = \$1800 pp x 8 pp yr = \$14,400/ yr x 3 yrs = TOTAL: \$43,200			
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				30,000
	Specify purpose:	Buses @ \$2500 x 3yrs for college visit to Explore UT-Austin [free all day Sat college experience for students. AVID college/career experiences(Charter buses at \$600 each)]			
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)				
	Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				63,763
	Specify name and purpose of organization:				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose:	Parental engagement, college/career awareness activities, newsletters			
Total 64XX- Operating Costs Requiring specific approval:					138,963
Remaining 6400 – Other Operating Costs that do not require specific approval:					10,000
Grand Total				\$ 0	\$ 148,963

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Texas Title I Priority Schools Grant					
Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2	Mobile Laptop Carts (1 per core area + 2 for ancillary use; each cart unit contains 30 laptops)		6		280,000
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	Instructional Computer Software		1		250,000
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:				0	530,000

SCHEDULE #6AGENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**101-912

County-District No.

Texas Title I Priority Schools Grant

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

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;"> 101-912 County-District No. </div>
Texas Title I Priority Schools Grant		

- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont.
GENERAL PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2010-2013

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

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

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

SCHEDULE #6A – cont.
GENERAL PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2010-2013

101-912
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA: Grantees which are public school districts and open enrollment charter schools** agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business:** Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>101-912</u> County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
 3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
 4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
 5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	101-912 County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: center;"> <u>101-912</u> County-District No. </div>
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	 <u>101-912</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.

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>101-912</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	_____ 101-912 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: _____	
1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award
3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____	5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21
6. Federal Department/Agency: _____	7. Federal Program Name/Description: _____ CFDA Number, if applicable: _____
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): _____	10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI): _____

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

SCHEDULE #6ENCLB ACT PROVISIONS &
ASSURANCES

101-912

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>101-912</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

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

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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- 4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
- 5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
- 6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
- 9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
- 10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will 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; and
 - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.
- For each grant that equals or exceeds \$25,000 in total grant award amount:**
- The grantee organization's DUNS number (TEA will need to collect this information from grantees)
 - The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
 - The legal name of the grantee organization (as registered in the Central Contractor Registration (CCR), if registered) (TEA will have this information on file provided it is the same legal name on file with TEA)
 - The physical location (street address) (as listed in the CCR, if registered) (TEA will have this information on file provided it is the same street address on file with TEA)
 - The (federal) Congressional district number
 - The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
 - The total amount of the grant award (TEA will have this information on file)
 - The total amount paid to the grantee as of date of report (TEA will have this information on file)
 - The physical location (street address) of the primary place of performance of the grant (TEA will have this information on file provided it is the same address on file with TEA.)
 - An evaluation (i.e., status report) of the completion status of the project or activity (for example, Not Started; Less than 50% Completed; Completed 50% or More; Fully Completed) (It is not clear at this time whether this information will need to be collected from the grantees. TEA will notify the grantee in the event status information needs to be collected.)
 - An estimate of the number of jobs created and the number of jobs retained by the project or activity and a brief description of the types of those jobs (i.e., job titles) (TEA will need to collect this information from grantees.)
 - The names and total compensation of the five most highly compensated officers of the grantee organization if the organization in its preceding year received 80% or more of its annual gross revenues in Federal awards and \$25,000,000 or more in annual gross revenues from Federal awards and the public does not have access to information about the compensation of senior executives. (It is not known at this time whether this data element will be required once the data elements are finalized by OMB. If it is required in the final data elements, TEA will need to collect this information from the grantees.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Houston ISD	101-912
		LEA Name	County-District#
by telephone/e-mail/FAX on _____ by _____ of TEA.		Kashmere High	007
		Campus Name	Campus Number
		74-6001255	IV
		9-Digit Vendor ID#	ESC Region
		NOGA ID# (Assigned by TEA)	08/25/2010
		Date of Report	

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

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

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

May be submitted any time prior to deadline.

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

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

Part 1: Identified Needs

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

1. Improve Academic Performance

Milestones	A	Creation of data team for ongoing analysis and solutions of academic and organizational improvement; identification of student strengths and weaknesses through diagnostics; individualized targeted interventions created for student improvement; enrichment opportunities for high achieving students; effective campus wide and weekly department PLCs for improved instruction
	B	Implementation and monitoring of vertical alignment with feeder middle school; effective department planning for horizontal and vertical alignment of curriculum;

	C	collaborative monitoring of student literacy and student college readiness in ELA/reading and math; biweekly assessments for data-based monitoring and instructional adjustments; monitoring of targeted interventions to ensure and adjust for increased student performance; individualized instruction for students; AVID program for increased rigor, college readiness; periodic student incentives for increased academic performance; inclusion of multicultural strategies/ differentiated instruction
2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Data Team and Staff training on effective comprehension, analysis, and use of campus, district, and state data and dissemination of information; staff training on the efficient and proper use of district data systems; Collaboration of data team and content area leaders for academic improvement solutions.
	B	Content area and grade level PLCs to pull, assess, and implement data driven lessons and campus decision making; weekly meetings for aligned data-driven lesson planning, review of department data, assessment of student needs, and ongoing interventions based on data inclusive of benchmarks and measurable goals; grade level monitoring and utilization of student data;
	C	Regular dissemination of data team's campus wide and core area data to staff for awareness and goal setting; utilization of information with students and parents; dissemination of information from administrators, department chairs, and teachers for overall improvement
3. Increase Leadership Effectiveness		
Milestones	A	Periodic campus wide book studies to stay abreast of current education innovations and urban education research; cognitive coach training of senior staff members to assist teachers; leadership training on effective walk-throughs, teacher support, and meetings; attendance at leadership conferences for continuous leadership development
	B	ILT goal setting to reflect, create, and monitor progress and needs of school community and campus goals;
	C	use of data collected from perception surveys of students, parents, and teachers to improve the overall learning environment; data team training and utilization of information with teachers and support staff; data analysis; Instructional Leadership Team goal setting in collaboration with Principal; support and collaborative efforts in sharing of best practices, goals, and research in department PLCs
4. Increase Learning Time		
Milestones	A	intervention period incorporated into student scheduling; high dosage tutoring built into extended school day; Saturday Academy for core and technology enrichment opportunities; pull-outs for individualized instruction; dual credit course offerings and college preparation embedded into instructional day for higher level academic achievement; credit recovery for flexibility and targeted student improvements;
	B	Year-at-Glance/campus specific calendar for effective monthly goal planning, yearly outlook for assessments, professional developments, parent/community events,
	C	weekly meetings (campus and/or department) for aligned data-driven lesson planning, review of department data, assessment of student needs, and ongoing interventions based on data inclusive of benchmarks and measurable goals; grade level monitoring and utilization of student data in classroom for differentiated instruction;
5. Increase Parent / Community Involvement		
Milestones	A	Establish stronger community and parent relations and increase parent involvement in student activities; increase parental input in campus decision making;
	B	Provide outlets for ongoing parent communication through website, email, call-outs, written communication, events and teacher conferences; teacher webpages;
	C	Development of a Parent Center/Baby Academy to provide educational (including collegiate), health, and social resources to parents and parenting students; continued collaboration with campus Communities in School and WrapAround Program;

6. Improve School Climate		
Milestones	A	Improve monitoring of student attendance and parent notification of absences through attendance and drop-out committee; collaborative efforts of attendance tracking through grade level monitoring and creation of a grade level reward system; teacher professional development in multicultural strategies and differentiated instruction to peak student interest and increase classroom attendance
	B	Teacher profesional development in classroom management strategies to decrease discipline issues and increase student instructional time; multicultural strategies and differentiated instruction to ensure inclusion and interest thus decreasing discipline referrals;
	C	Refined/additional extra-curricular , fine arts, and technology course offerings fro increased student involvement, attendance, and career exploration
7. Increase Teacher Quality		
Milestones	A	Implementation of teacher Cognitive Coaching through trained staff persons to ensure teacher awareness of proficiency in student learning; Use og National School Reform Protocols; PDAS training for all teachers
	B	Data trained teachers with ability to effectively utilize classroom data and district data systems for increased student performance and instructional planning; ongoing content area professional development to remain abreast of new strategies and innovations in urban education; PLCs inclusive of content area professional development, modeling, and sharing of best practices for campus based teacher development; teacher mentors; campus wide and department book studies for research, strategies
	C	Seek out and retain highly trained core area, career, technology, and fine-arts teachers; ensure teachers have a clear comprehension of the PDAS framework and its ultimate goal of efficient student learning
Other Identified Needs (not listed above)		
A	Creating and ensuring a safe environment that meets students' social, emotional, and health needs for effective academic achievement; increase college readiness of all students; ongoing feedback on teacher performance and support; bell to bell instruction; building of staff relationships	
B	Increase rigor, personalization, and relevance in academic coursework; providing motivation and incentives to teachers and staff who are or should be implementing instructional best practices for high student achievement	

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	41%
Increase the Use of Quality Data to Drive Instruction	7%
Increase Leadership Effectiveness	10%
Increase Learning Time	33%
Increase Parent / Community Involvement	2%
Improve School Climate	4%
Increase Teacher Quality	1%
Other Remaining Costs	2%
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	0%
Increase the Use of Quality Data to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

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 checked="" type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE
<p>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.</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 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.**

The principal who led the school prior to commencement of the transformation model was replaced.

- 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;**

The development of the data team (inclusive of principal, department chairs, instructional coordinator, Apollo 20 math fellow site coordinator, and curriculum specialists) along with the counselor, academic coach, and graduation coach will ensure a rigorous, transparent data mechanism that effectively monitors student growth and all contributing factors such as formative and summative assessments, state, and norm tests. This team will also work to implement programs to monitor increased graduation rates and college readiness.

- 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;**

The principal along with campus administrators will identify teachers' student achievement and growth through the district system, EVAAS. This is also the method through which school leaders are identified and they will be rewarded through campus and district incentives. Teachers who have not shown improvement in professional practice and student achievement after ample opportunities and growth plan assistance are then referred to human resources (in conjunction with the building principal) for further action.

- 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**

LEA will mandate staff attendance at various campus level, district, and Region IV professional development sessions that will help to ensure a deeper knowledge of content area, strategies, and comprehensive lesson planning that is differentiated, culturally inclusive, and aligned with the district curriculum and state standards; LEA will also provide opportunities for new teacher professional development through the teacher mentor program.

- 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.**

Through the Apollo 20 initiative, financial incentives are available to attract and retain highly qualified staff who are

able to meet the needs of students. Career growth is offered through building teachers as leaders. Teachers are allowed to partake in opportunities and progress by taking on roles and assisting with various campus duties and administrative assignments.

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

LEA will utilize education research, district data systems, the district curriculum, the vertical alignment matrix (in addition to meeting with feeder schools and district curriculum specialists), and information from the data team to ensure the instructional program is research-based and aligned to state standards.

B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

The Data Team and ILT will convene weekly to analyze data gathered from assessments and create goals and solutions for student academics, targeted interventions, and enrichment needs. Content area leaders will then disseminate information to respective department teachers for streamlined data analysis and implementation in classroom instruction.

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

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

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

High dosage tutoring and an additional academic period is embedded into the new schedule to reflect increased learning time in math and reading for student achievement. A Saturday Academy will be incorporated into the school calendar for additional core, fine arts, and technology opportunities. Through a variety of parent events, the mentor program, and collaboration with campus community based organizations, LEA will also ensure the school is inclusive of community needs.

B. Provide ongoing mechanisms for family and community engagement.

LEA will offer additional activities for parents and the community to become more involved in campus decision making and student academics by utilizing the Parent Center and its educational, social, and health services, joining the PTSA, the Parent Action Committee, and utilizing the Baby Preparatory Academy.

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;**

Sixteen Math Fellows, courtesy of the Apollo 20 initiative, have been added to campus staff for operational flexibility and improvement of student achievement outcomes, thus increasing graduation rates. The extended day/year allows for proper scheduling of the high dosage tutoring and interventions.

- 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).**

Kashmere will receive ongoing support as an Apollo 20 campus working in conjunction with Roland Fryer's Edlabs of Harvard University. To ensure this, district and campus based Apollo 20 coordinators work regularly with school leaders and staff to ensure support mechanisms are in place.

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

Through the Apollo 20 initiative, the district is providing additional compensation to attract and retain staff with capabilities necessary for students in a transformation school.

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

The Data Team and the ILT will develop a system for benchmarks and measurable goals in instructional practices as a result of professional development usage.

C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

n/a

II. Comprehensive instructional reform strategies.

A. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

Through collaborative efforts, the data team, content area department chairs, and school leaders will work to ensure the curriculum is being implemented accordingly and that lesson planning is aligned and inclusive of differentiated instruction and strategies for student achievement and interventions where applicable.

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

As an Apollo 20 campus, Kashmere has implemented a school wide response to intervention inclusive of extended days and academic year, math fellows, double dose classes in reading and math, high dosage tutoring for math, student attendance incentives, and teacher/ school leader incentives for those who achieve student success.

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;

n/a

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

n/a

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;

Kashmere offers Advanced Placement courses for students to enroll in.

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

Kashmere has and continues to work at improving the transition of students from middle school to high school through several activities for incoming freshman hosted during the summer

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;

Kashmere has implemented a credit recovery program inclusive of a graduation coach to assist efforts of increasing graduation rates among its students.

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

Kashmere is working through collaborative attendance efforts to identify students with absenteeism. Excessive absences are often an indicator of failure to achieve high standards or graduation, and Kashmere is resolving this issue through grade level absence monitoring and the attendance/drop out committee. Additionally, ongoing department based instructional monitoring through data analysis will be implemented to also assist in early detection and solutions for students at risk of failing.

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;

LEA has partnered with parents, staff, and students to create the PTSA. There will also be a Parent Action Committee, a Parent Center, and a Baby Preparatory Academy inclusive of educational, health, and social resources. These outlets are in addition to the current partnerships with Communities in School and Wrap Around.

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;

n/a

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;

n/a

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

n/a

IV. Provide operational flexibility and sustained support.

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

kashmere is now an Apollo 20 campus working in conjunction with Roland Fryer's Edlabs of Harvard University.

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