

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>Annetra Piper</i>		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Houston ISD Organization Name	101-912 County-District#
by telephone/e-mail/FAX on <u>10/18/10</u> by <i>Carla Craft</i> TEA.			Lee High School Campus Name	009 Campus Number
<i>Original Signature</i>		746001255 9-Digit Vendor ID#	IV ESC Region	
		105520017110036 NOGA ID# (Assigned by TEA)	Amendment #	

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010 **Project Ending Date:** 06/30/2013

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

Tier I ☒ **Tier II** ☐ **Tier III** ☐

Part 1: Index to the Application

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

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

Only the legally responsible party may sign this application: 150.00

6 complete copies of the application, at least 3 with original signature(s), must be received by the Texas Education Agency by the deadline date of 10/27/2010.

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

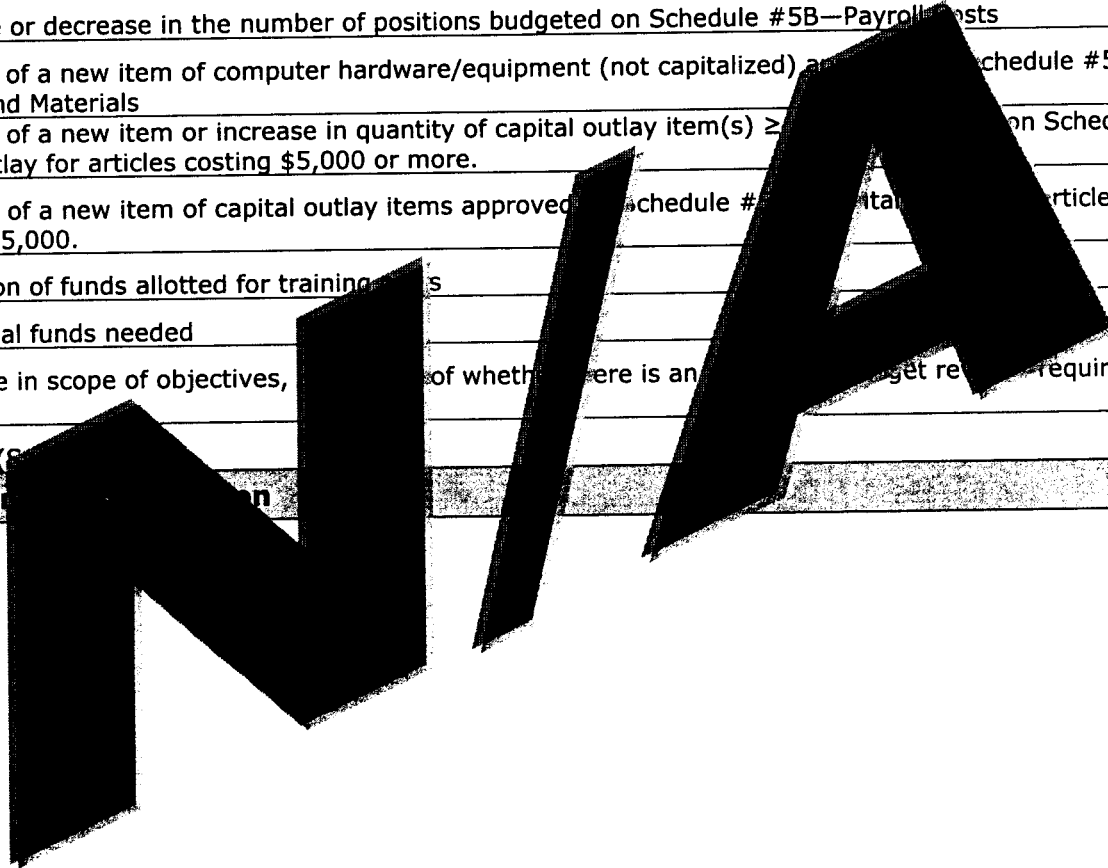
701-10-112-241

TEA DOCUMENT CONTROL NO.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101-912</u> 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
4400 W. 18 th Street				Houston	TX
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	
Lee High School				101912009	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
6529 Beverly Hill				Houston	Texas
					77057
Applicant Contacts					
Primary Contact					
First Name		Initial	Last Name		Title
Thelma		D.	Garza		Regional Supt.
Telephone		Fax		Email	
713-923-8597				tgarza@houstonisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
4400 W. 18 th St.				Houston	TX.
					77092-8501
Secondary Contact					
First Name		Initial	Last Name		Title
Annetra			Piper		Grants Manager
Telephone		Fax		E-mail	
(713) 556-6785		(713) 556-6730		apiper@houstonisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
4400 W. 18 th Street				Houston	TX
					77092

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101-912</u> County-District No. _____ Amendment No.			
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 #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation	<input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Materials 6300 <input type="checkbox"/> Schedule #5E—Supplies 6400 <input type="checkbox"/> Schedule #5G—Capital Outlay 65XX (Exclusive of 19 and 66)				
NOTE: The last day to submit an amendment to TEA is _____ days prior to the grant start date.					
Part 2: Revised Budget					
Complete this page to show budget changes.					
Line No.	Sch. No.	Description	Amount Deleted	Amount Added	New Budget
01	5B	Payroll Costs	\$	\$	\$
02	5C	Professional and Contracted Services	\$	\$	\$
03	5D	Materials	\$	\$	\$
04	5E	Supplies	\$	\$	\$
05	5G	Capital Outlay 6600/15XX	\$	\$	\$
06	Total Direct Costs		\$	\$	\$
07	Indirect Cost (%)		\$	\$	\$
08	Total Costs		\$	\$	\$

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

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

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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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Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
18	<p>If the LEA/campus selects to implement the turnaround model, the campus may implement the following federal requirements.</p> <ol style="list-style-type: none"> Any of the required and permissible activities under the transformation model; or A new school model (e.g., themed, dual language academy). 	Program Assurances
19	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <ol style="list-style-type: none"> 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. A grant for school closure is a one-year grant without the possibility of continued funding. 	Program Assurances
20	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 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. Enroll, within the grades it serves, any former student who wishes to attend the school. 	Program Assurances
21	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> Replace the principal who led the school prior to commencement of the transformation model; Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> 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 Are designed and developed with teacher and principal involvement; 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; Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and 	Program Assurances

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

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

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#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. 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.		

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a 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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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).		
<p>Lee high school plans to implement the Transformation model, as this model aligns closely with campus needs and reforms already in progress. Based on prior achievement data, campus goals include increasing student achievement on TAKS in reading/ELA, science and math to beyond the minimum federal standards, increasing the percentage of students scoring 3s and 4s on ELA writing TAKS, increasing the graduation rate, improving the performance of the high number of LEP students in all academic areas, recruiting and retaining high quality teachers in all subject areas, and increasing parent and community involvement, and increasing college readiness of graduates.</p> <p>The main goal of this program is to improve academic performance in all areas, especially in reading, science and math. Program Design: To do this, teachers must first have access to timely assessment data and opportunities to plan and adjust curriculum based on that data. To facilitate this, time will be built into teacher's daily schedule for planning time within content-specific professional learning communities (PLCs) and extensive training will be provided to staff throughout the school-year in such areas as data analysis, protocols for group work, and instructional delivery. (DuFour, et. al) In addition, teachers will receive training in curriculum alignment and lesson planning prior to the 2010-2011 school year with updates and consultation each year during the period of the grant. For science teachers, training will include use of technology to enhance student understanding and engagement.</p> <p>Due to the fact that 41% Lee's student population is Limited English Proficient students, an English Learner Institute (ELI) will be created to address the specific needs of newcomers to the country and those students with pre-literate and beginning level proficiency in English based on research from the Center for Applied Linguistics. All teachers will receive training in Sheltered Instruction Observation Protocol (SIOP) in order that they may better serve that student population. The ELI community will address the often weak educational foundation these students bring to school as well as reduce the number of students failing classes, reduce the dropout rate, and create a culture of academic success for these students. A state-of-the art language lab will be created to help facilitate this.</p> <p>Both teacher and administrative leadership effectiveness will be addressed through the development of appraisal instruments after reviewing staff input and research as to what qualities define an effective teacher. Critical Friends Group training will be phased in over time to facilitate the process of both teacher and administrative leadership development. The organizational structure of the school will change to more teacher leadership, increase management efficiency and allow for continuous monitoring and evaluation of campus programs.</p> <p>Lee will improve campus climate by implementing strategies to increase parent involvement, addressing the psycho-social needs of all students through its small school structure and site-based service providers, and utilizing a district-approved character education program implemented during an advocacy period.</p> <p>The objectives of the program will be to increase college readiness from 20% to 35%, increase the percentage of students passing TAKS, and increase performance of LEP students passing all TAKS tests from 12% to 40% by the end of the grant implantation. A fully aligned curriculum for all subject areas that will serve as the basis for all instruction. The master schedule will also be adjusted to increase learning time and provide tutorials during the school day for targeted students. Ten school days will be added to the calendar, and 5 extra professional development days for staff will be added.</p>		

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Texas Title I Priority Schools Grant Schedule #4B--Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School											752	474	363	306	1895
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	719	341	433	315	1808
Total Instructional Staff														115	
Total Support Staff														65	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	PEIMS Student Data Review 209-2010														
2	AEIS Report for 2009														
3	Lee High School PSA Campus Snapshot – conducted by Region 13 SIRC														
4	TEA Adequate Yearly Progress Campus Data Table – Final 2009 Results														
5	2009 TEA AYP Multi-Year Campus Report														
6	Local Student Demographic														
7	Local Student Attendance Data														
8	2010 Senior Transcripts														
9	2009 TELPAS Results – School Report														
10															

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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>In mid-March, 2010 a group of Lee teachers and staff formed the Lee HS Reform Coordinating Committee to identify the needs of the campus and develop pro-active proposals for addressing those needs. After examining a range of quantitative and qualitative data, they formed subcommittees targeting five areas for improvement: School Structure (bell schedule, organizational structure, etc.), Needs of English Language Learners, 9th grade Intervention and Graduation Success, Programs/Services, and Professional Learning Communities / Professional Development. Each committee has identified strengths and weaknesses of our school in their area, analyzed the causes of our weaknesses, conducted research to identify a range of possible solutions to our problems, and developed pro-active proposals for targeting areas of weaknesses for reform. Committees have been meeting weekly, with more than 60 people – approximately half of the school's teachers and staff – regularly participating in one or more of these committees. The Lee High School Reform Coordinating Committee conducted a review process that began with a review of AEIS student achievement data for 2008 and 2009. While there has been growth in most academic areas, it has not been sufficient to meet state and federal standards. According to the Multi-Year AYP Report, Lee is currently in stage 5, year 1 for federal AYP accountability in Math, and stage 4, year 1 in Reading. Currently, Lee has a state academic rating of Academically Unacceptable for not meeting expected goals in Science, only 47% met expectations, and Completion Rate of 65.1% in 2008. During the previous year the campus was rated as Academically Unacceptable in the areas of Math, Science and Completion Rate. There is a significant gap in performance between the Limited English Proficient (LEP) students and the rest of the population. Forty-three percent of students on campus passed all tests in 2009, whereas only 12% of LEP students met expectations.</p> <p>In ELA/Reading achievement meets minimum standards, however, of the LEP students in 10th grade only 23% met standards. A review of the AYP 2009 report showed that standards were not met in Math for all students, LEP reading for performance and participation, and Special Education reading. In math and science scores in 10th grade fell by 14% and 12% respectively from the previous year. It is clear that there is a significant gap in the achievement of the LEP and regular student populations, and that language development has been a barrier to Lee meeting standards. PEIMS Student Data Review indicates 16.9% of students are immigrants. A three year study of that data indicates that 27% of students are immigrants to the U.S. The AEIS report indicated a mobility rate of 34.9% for the 2008-2009 school year. The percentage of student current LEP students = 40.7% and former LEP is significantly higher. 75% of Lee's students speak a language other than English as their dominant language. Students come from 72 countries as first generation immigrants with over 40 different home languages. A review of TELPAS scores indicated that 38% of LEP students did not progress at least one proficiency level from 2008 to 2009. The AEIS Report indicated a 15% LEP graduation rate, and 53% dropped out in four years.</p> <p>The AEIS Report also indicated a significant 24% gap in the number of college ready graduates in reading and math as compared to the state. An internal review found only 34% of current seniors to be college ready in combined math and reading.</p> <p>The Campus Snapshot Final Report prepared for Lee High School in February of 2010 by Region XIII was reviewed and it indicated that there are gaps in the perceptions of teacher and students when it comes to student support and expectations for achievement. In addition, the report suggests that Lee build and maintain teacher capacity through professional development and planning time, target instruction to student learning needs, and review frequent and timely data for LEP students. Of the 123 teachers at Lee, 37 were considered to be developing or low-performing as measured by PDAS scores and/or classroom observations. Also, 52% of the staff at Lee has 5 or less years of experience teaching. This indicates a need for targeted, job-embedded professional development for new and novice teachers.</p> <p>An administrative team conducted a review of all Senior transcripts in February of 2010 that revealed several scheduling and student failure issues, especially among LEP students as a result of a lack of administrative oversight. A thorough staff review was conducted in March and April of 2010. This included reviewing personnel files as well as observations.</p> <p>In April of 2010 Houston ISD's Chief High Schools Officer, and other district administrators met with the staff to solicit input on how to restructure Lee. In April a community forum was held to solicit input from various stakeholders including students, parents, teachers and alumni about Lee's restructuring.</p>		

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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	Administrators		
2	Teachers		
3	District Personnel		
4	Parents		
5	Students		
6	Community service provider groups		
7	Alumni		
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.		
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 ▪ Extended learning time <ul style="list-style-type: none"> ○ Extended instructional day ▪ Intensive (high dosage) tutoring <ul style="list-style-type: none"> ○ Before school ○ After school ○ Two Saturdays per month ▪ Parental and Community Involvement ▪ Human Capital <ul style="list-style-type: none"> ○ Ongoing professional development for teachers and administrators ▪ Data-driven instruction <ul style="list-style-type: none"> ○ Assessed often ○ Assessments by objectives 		
Additionally, HISD will provide technical assistance to Lee High School on multiple levels via Central Office Administration including the:		
<ul style="list-style-type: none"> ▪ 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 ▪ 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. 		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>In February of 2010 Lee’s principal made the staff aware of the possible models available for intervention. Staff members formed committees to research best practice and provide input on elements of school improvement they felt necessary to move Lee forward with Transformation. These committees developed recommendations to school and district administration for areas of focus.</p> <p>Out of an initial reform coordinating committee meeting grew six sub-committees as follows:</p> <ul style="list-style-type: none"> • Professional development / professional learning communities • English Language Learners Academy • School structure (re-organizing bell schedule, community structure, organizational structure, etc. to support teacher and student needs) • 9th Grade intervention and graduation success • Programs (academic, extracurricular, social/emotional support and fine arts) • Parent and community involvement <p>The work of these committees served as the basis for much of the campus-based transformation planning and organization because they align closely with the TTIPS program purpose and goals as well as the Critical Success Factors used to evaluate progress toward stated goals. The committees produced six recommendations as follows:</p> <ul style="list-style-type: none"> • Implement a Flexible Bell Schedule • Implement Revised Organizational Structure to Direct More Resources to Support Teachers, Support Students, and Meet Compliance Requirements • Implement New Professional Learning Communities, Ongoing Job-Embedded Professional Development, and New Evaluation System • Implement Structures to Support English Language Learners • Establish Targeted Supports and Clear Expectations for 9th and 10th Grade Students • Publicize, Enhance and Create New Programs to Serve Lee’s Diverse Student Population <p>The district conducted a community forum during which parents, students, teachers, alumni, and community members were asked to provide input on the needs of Lee High School for the future. A “Chalk Talk” protocol was used to capture input from the various groups, then district personnel compiled that information.</p>		

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Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>Lee High School will restructure its organizational management hierarchy to accommodate systems of support for students, teachers, and the greater school community. A Dean of Instruction will be charged with monitoring all instructional programs through department chairpersons and lead teachers in each subject area. An associate principal will monitor and evaluate compliance systems, and four assistant principals will monitor and evaluate student and teacher support systems for each small learning community (SLC). In addition, a master counselor will monitor, coordinate, and evaluate scheduling, testing, and community service providers on campus.</p> <p>Academic achievement of all students will become the primary focus for all programs on campus. Professional Learning Communities (PLCs) of content area teachers will meet regularly at least four times per week in order to create, align, and assess curriculum and study student achievement data. Time will also be allotted for SLC teachers to discuss common students and attend to the psycho-social aspect of students.</p> <p>Professional development will be targeted and ongoing to address the need for academic improvement and attendance.</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).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Lee High School will align its intervention efforts with the district's professional development department to provide training when applicable and available. Character education program training, for example, is available through HISD Professional Development Services (PDS).</p> <p>The Parent Information and Resource Centers (PIRC) are federally funded and will serve to assist the school's effort to engage more parents in the improvement process. In addition, this resource center can provide professional development for parents in the community. Lee plans to move forward with recruiting parents to create an active PTO, something that has not been present on campus in recent years.</p> <p>Lee plans to continue and strengthen partnerships with community organizations such as Mentors of Hope, Upward Bound, Communities in Schools (CIS) and the Baylor Teen Clinic in order to promote a positive school culture and attend to the needs of its very diverse population. Lee will work with the Parent Engagement department of HISD to develop parent resource center and other parent engagement strategies.</p> <p>Lee also has other grant allocations available for use in the school improvement intervention including:</p> <ul style="list-style-type: none"> Title I, Part A – Regular Title I, Part A – Parental Involvement Title I – Stimulus School Improvement School Improvement – Stimulus School Improvement – Professional Development Title II, Part A Texas Ninth Grade Transition Initiative 		

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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. 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 		

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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. Beginning June 1, 2010 the district's organizational structure and campus support systems will be realigned to ensure each campus realizes the improvement required.</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 chronically low performing schools and to close the achievement gap between the economically disadvantage students and the majority. With that in mind the district is poised to lengthen the school hour, teacher time and rigorous tutorials in the lowest performing high schools as a means of closing this achievement gap. 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. The district is committed to finding resources through Title 1, foundations matching grants and other resources to support this new direction in the bid 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 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 teacher understand the core values of the district.</p> <p>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. The objectives of strategic planning process are: (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. 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 mission of the HISD Procurement Services Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. 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. 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.</p> <p>BIDS AND PROPOSALS: All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only. 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 (M/WBE) 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 M/WBE 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. M/WBE seminars are held on the first (business) Monday of each month.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>The selection process for campuses site visits will be modeled after the process used by the USDE as described on the Doing What Works website: http://dww.ed.gov</p> <p>The school chosen must meet the following criteria:</p> <ol style="list-style-type: none"> 1. The school met the requirements of adequate yearly progress (AYP) under No Child Left Behind (NCLB). 2. The school had been chronically low performing, with a high proportion (generally 20% or more) of the students failing to meet state standards of proficiency in mathematics and/or reading for at least two consecutive years. 3. The school showed substantial gains in student achievement within a relatively short time (no more than three years) from the beginning of the implementation of the turnaround practices. This may include reducing the percent of students failing to meet state standards by at least 10%, showing similarly large improvements on other measures of academic performance, or improving overall performance on state tests by an average of 10 percentile points. 4. The school opened no later than the 2004-05 school year, to demonstrate a pattern of increasing test scores over multiple years. 5. During this transition, the demographic composition of the student population did not change substantially. For example, the average socioeconomic status of students did not shift more than 10 percentage points. Of particular interest will be schools that have high Limited English Proficient (LEP) populations and large at-risk percentages that are similar to Lee. <p>The expected outcomes of such a visit will be to gather data and speak to staff about processes, resources, and interventions used to reach their goals. A method will be developed for gathering data about specific areas including:</p> <ul style="list-style-type: none"> School structure Student support Services Systems for academic intervention Systems for social-emotional intervention and care Parental involvement School climate and culture Teacher collaboration and professional development <p>The site that will be most suited for our site visit will be the Kearny High Educational Complex in San Diego, California. The School of International Business at the Kearney Education Complex in San Diego, CA is the school we recommend visiting. Lee offers small schools while still maintaining it's comprehensive high school status, but comparisons can be made in similar demographics. This small school at Kearney has 460 students, 75% of which qualify for free or reduced lunch. 45% are Latino, 17% African American, 14% Vietnamese and 14% Caucasian. 34% are English Language Learners (ELL). The school has a 94% graduation rate. The school shows strong results with ELL students, and has a "Literacy Lounge" that might serve as a model for Lee's language lab.</p> <p>The following website shows a webinar featuring this school's principal discussing her school's practices regarding ELL students.</p> <p>http://www.betterhighschools.com/webinar/ELLWebinar.aspx</p> <p>As a result of the site visit, information will be shared with Lee's stakeholders so that they can create or revise programs that mirror the successful schools as well as address the specific needs of lee's student and community population. An example of this may be to analyze how the successful school implements intervention for students struggling academically.</p>		

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<div data-bbox="320 648 1438 1507" data-label="Text"> </div>		

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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="margin-bottom: 10px;"> <input type="checkbox"/> Turnaround </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Closure </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Restart </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Transformation </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Tier III Modified Transformation </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model </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>		
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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.		
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<p>Lee High School has been in school improvement and has already been involved in reform toward the transformation model. During the 2008-2009 school year, Lee made significant structural changes to accommodate career themed Small Learning Communities (SLCs) that would meet the needs of the student population and provide them personalized relationships with adults on campus. Students are provided a staff advocate and time has been built into the master schedule for advocacy once per week. Currently, planning is underway to implement targeted interventions and restructuring to help achieve more positive results with regard to student achievement.</p> <p>The principal was replaced in January 2010, prior to the commencement of the transformation model.</p> <p>Beginning in February of 2010 a full needs assessment process began with a site visit by a team of Region XIII personnel who visited every classroom in the school for the purpose of gathering data and making suggestions. A report was developed and shared with the school. The report included results from a survey given to both the students and teachers. Next, student achievement data was analyzed to determine specific areas of need.</p> <p>In March of 2010, committees led by teachers at the school formed and began meeting to discuss how they could provide input to school and district administration about Lee's restructuring. Out of an initial reform coordinating committee meeting grew six sub-committees as follows:</p> <ul style="list-style-type: none"> • Professional development / professional learning communities • English Language Learners Academy • School structure (re-organizing bell schedule, community structure, organizational structure, etc. to support teacher and student needs) • 9th Grade intervention and graduation success • Programs (academic, extracurricular, social/emotional support and fine arts) • Parent and community involvement <p>The work of these committees served as the basis for much of the campus-based transformation planning and organization because they align closely with the TTIPS program purpose and goals as well as the Critical Success Factors used to evaluate progress toward stated goals. The committees produced six recommendations as follows:</p> <ul style="list-style-type: none"> • Implement a Flexible Bell Schedule • Implement Revised Organizational Structure to Direct More Resources to Support Teachers, Support Students, and Meet Compliance Requirements • Implement New Professional Learning Communities, Ongoing Job-Embedded Professional Development, and New Evaluation System • Implement Structures to Support English Language Learners • Establish Targeted Supports and Clear Expectations for 9th and 10th Grade Students • Publicize, Enhance and Create New Programs to Serve Lee's Diverse Student Population <p>February-April 2010: Gather Stakeholder Input about Model Selection Process</p> <p>Work has already begun to establish support for the transformation model at Lee. The principal has met with staff regularly to update them on possible models of implementation and what the consequences and benefits of each could be. In addition, the current principal has been working with key stakeholders such as alumni groups and community organizations to build positive support for Lee's programs. District representatives held a community meeting at the school during which input was given via a "chalk talk" protocol from students, teachers, parents, alumni and community members.</p>		

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<p>April 2010: Structure Committee Reviews Scheduling Options to Increase Learning Time and Extend the School Year.</p> <p>After the structure committee received input from various stakeholders and staff, the faculty was asked to vote on a new schedule in April of 2010. The schedule includes time for professional learning communities to meet and discuss student progress and share data and engage in job-embedded professional development. A weekly routine including data analysis, curriculum development, assessment development and small learning community planning will be implemented. The school day has been lengthened to provide additional learning time for students; schedules will be made that will allow for targeted tutorials during the school day to ensure that students behind grade level in math receive personal tutoring and double-blocked math and reading/ELA classes. In addition, 10 school days will be added to the instructional calendar during the 2010-2011 school year and 5 days of additional professional development for staff will be scheduled.</p> <p>A portion of the extended learning time will be used for credit recovery opportunities for students in danger of dropping out or who have lost credit for courses taken but not passed. While Lee already has an advocacy program, the frequency will be increased and the curriculum expanded to provide more academic and social support such as a district developed character education program.</p> <p>Summer 2010: Implementation of Distributed Leadership Model</p> <p>During the summer of 2010 Lee will implement a distributed leadership model for instructional support, including department chairs and lead teachers to facilitate horizontal and vertical planning/collaboration, and designate a Dean of Instruction to coordinate department heads and leads. Necessary leadership training for administration and lead teachers will be provided on a regular basis. In addition, data interpretation trainings for teachers and teacher leaders will begin during professional development days scheduled prior to the beginning of the school year.</p> <p>Lee will also implement a revised organizational structure to direct more resources to support teachers, support students, and meet compliance requirements. Roles will be defined within leadership hierarchy to better support the school's mission to improve teaching and learning. Create new roles focused on: developing and retaining master teachers, complying with federal and state regulation; and providing student support, both academic and psycho-social. Measures will be taken to consistently apply discipline school-wide. A system for observation & support that focuses on professional, timely, and constructive feedback will be implemented. As much as possible, the master schedule will reflect a reduced number of course preparations per teacher. This work will be done prior to the start of the 2010-2011 school year.</p> <p>May 2010 – December 2010: Creation of Teacher and Leadership Evaluation System</p> <p>Evaluation systems for teachers and leaders will be created during the first year of implementation of the Transformation model. Input will be collected from all teachers and administrators regarding qualities of highly effective teachers and administrators. Prior to the end of the 2009-2010 school-year, the staff and administration at Lee will begin the development of a teacher evaluation system that is equitable and takes into account data on student growth, multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement. The basis for this system will be the Professional Development and Appraisal System (PDAS). Teachers will develop individual plans for professional development based on the needs of their students as well as prior year's achievement data, if available. The evaluation will be conducted by an evaluator who has been trained in cognitive coaching methods. This training for evaluators will take place during the fall semester of 2010.</p> <p>Forms for data collection during observations will be developed to promote uniformity of implementation throughout the school. HISD's Board of Education has already taken steps to include student growth data (EVAAS) as a part of an annual review of every teacher in the district. Those teachers whose students show significant losses are given the opportunity to grow through professional development and are removed if no progress is made in a reasonable amount of time.</p>		

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<p>Lee High School teachers will participate in the district's ASPIRE program, which rewards teachers for student growth based on TAKS and Stanford test scores. In addition, teachers can receive additional money for perfect attendance. Also, teachers who demonstrate strong teaching and leadership skills will be asked to participate on the school's leadership team as a lead teacher or department chairperson which will include a stipend and flexible teaching schedule, such as multiple planning periods to be used for such things as planning, teacher support, and data analysis.</p> <p>CSFs addressed: 1C, 7A, 7C</p> <p>August 2010: Implementation of New Teacher Mentoring/Development Program To address the expected high teacher turnover rate at the end of the current school year, a comprehensive mentoring program featuring a campus-based mentor teacher who works with no more than two 1st or 2nd year teachers will be developed. In addition, training specific to the needs of new teachers will be scheduled to begin prior to students arrival in August of 2010 and will continue at regularly scheduled times throughout the school year. The district will provide new teacher training during the summer of 2010. It will be necessary to contact any out-of-district training providers prior to the end of June 2010 to insure availability.</p> <p>August 2010: Extensive Professional Development Begins Five additional professional development days will be added to the school calendar to provide the necessary professional development needed to make staff at all levels aware of the needs and potential of the new school model. Training for teachers on writing quality lessons based on the approved HISD curriculum and effective strategies for working with ELL students will be scheduled for August 2010. Possible consultants will be contacted and asked to submit proposals by June 2010. Follow-up training will be scheduled monthly throughout the school year. Those trainings that can be offered by the district will be scheduled as needed. Professional development will be provided in the following areas based on the results of a comprehensive needs assessment:</p> <ul style="list-style-type: none"> • Strategies to support ESL Students (SIOP) • Curriculum and Assessment Design – Backward Design • Data Disaggregation • Professional Learning Community (PLC) structure and implementation (CFG) • Character Development and Mentoring for students – (AVID) • Content specific training based on needs • New Teacher Development <p>Implementation of a research-based curriculum that is vertically and horizontally aligned will begin immediately at the beginning of the 2010-2011 school year. HISD has developed its CLEAR curriculum which incorporates TEKS, TAKS, and Stanford 10. This will serve as the curriculum. Ongoing, weekly planning will take place during teacher content meetings (PLC) to ensure proper delivery. HISD content area specialists will assist teachers in this process.</p> <p>CSFs Addressed: 3A, 1B, 2A, 7B, 4C, 2C, 6A, 6B</p> <p>Summer 2010: Development of Structures to Support English Language Learners Structures will be implemented to support English Language Learners as this group of students shows the most significant gap in performance between the other student groups. Lee will create a Newcomer Center at for recent immigrants, Beginner English Speakers and Pre-literate students. Lee will develop a strong school-wide ESL program that includes sheltered core-classes for students that exit the Newcomer Center. However, students will be integrated into the larger school population as much as possible to facilitate their immersion in the English language. Staffing will be determined by the number of students registered at the school who meet the criteria above. This staffing will take place during the summer of 2010, with ongoing training provided during the school year. Materials such as textbooks and supplemental materials will be reviewed during May 2010 and so that they can be ordered and available for use when students arrive in August. A flexible schedule will be developed that will include accelerated English classes.</p>		

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<p>In addition to the Newcomer Center, initial training will be provided to all staff members in research-based instructional strategies to support English Language Learners such as Sheltered Instruction Observation Protocol (SIOP). In addition, Villegas and Lucas (2007) suggest that the following six tenets serve as a framework for professional development initiatives in schools with diverse populations: Understanding how learners construct knowledge, learning about student's lives, being socioculturally conscious, holding affirming vies about diversity, using appropriate instructional strategies, and advocating for all students. The planning for this newcomer center has already begun as a result of the committee work described above. Quality ESL teachers will be identified by HISD Human Resources and school leadership to fill available positions. This training will take place during added professional development days in August of 2010.</p> <p>CSFs Addressed: 1A, 7B</p>		
<p>2011-2012: Begin Operation of Language Learning Lab</p> <p>Planning for a state-of-the-art language learning lab will begin during the first year of implementation of the Transformation model. A committee of teachers, administrators, parents and students will be formed to examine quality model labs and research regarding what works in such labs. Recommendations and requisitions for technical equipment and materials will be made prior to the end of the Spring 2011 semester for expected delivery during the summer. The lab will be in operation beginning with the 2011-2012 school year.</p>		
<p>Summer 2010: Panning for Freshman Orientation and Character Education</p> <p>Targeted supports and clear expectations will be established for all other at-risk student populations, with special attention paid to special education, economically disadvantaged and ninth and tenth grade students new to the school. Planning will take place during the summer of 2010 to establish a school-wide freshman orientation camp that fosters social bonding, strong skills/habits, discipline, and understanding of academic expectations. All school staff will be trained to promote one common set of expectations consistently enforced by freshman advocacy teachers to support better academic habits and behavior. The district will provide training on the locally developed character education model beginning in January of 2011.</p> <p>CSFs Addressed: 6A-C, 1A-C</p>		
<p>Summer 2010 - 2013: Development of Programs to Address At-Risk Students</p> <p>An academic support center will be created and staffed with teachers and/or hourly employees who will help students with assignments when necessary. A pyramid of intervention strategies will be developed to address student failure when it occurs at any time throughout the year. A peer mentoring system for all 9th and 10th grade students will be developed and steps will be taken to expand student enrollment in on-campus mentoring programs. To facilitate this, a quality mentor program will be screened and chosen by the beginning of the 2010-2011 school year. Lee will continue to work with outside service providers to address the health and psycho-social needs of the largely at risk population. In addition Lee plans to implement the Advancement Via Individual Determination (AVID) program during the 2011-2012 school year with planning work and training to take place during the 2010-2011 school year.</p>		
<p>Intensive Tutorials will be planned for students in need of academic assistance before, during, and after school. Students identified as needing extra assistance will be scheduled into a tutorial period during the school day in the form of a content resource and intervention center. A full-time teacher will be assigned to this area along with hourly tutors provided by the district. All students in 9th grade will be provided with a math tutor on a 2 to one basis. All students not on grade level in grades 10-12 will also receive tutoring during the day and on two Saturdays per month. A system will be developed whereby teachers and other staff members will be able to refer students and provide specific, objective-based information about help needed.</p>		
<p>August 2010: Educate Community about Transformation Changes at Lee</p> <p>New programs will be created to publicize and enhance Lee's diverse student population. To ensure that these programs meet are meeting the needs of Lee's students, common data elements and protocols will be developed to effectively evaluate Lee programs.</p>		

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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).

A 'welcome back to school evening', where students and parents are invited to learn about the various support programs at Lee will be planned and scheduled for August 2010. This will include inviting health/service providers in Gulfton to participate in the event as well as other community support agencies. An overview of the Transformation model "in action" will be given so that the larger community understands the changes and their purpose. Planning for this event will take place in June and July of 2010.

August 2010: Parent Involvement and Social Services Begin

A parent resource center will be developed using guidelines developed by the Intercultural Development Research Association, a comprehensive, multicultural parent leadership support program. This resource center will provide a central location for parents to receive information about assisting their children in school, as well as coordinate external community support agencies such as Communities in Schools when necessary. In addition, a PTO will be formed with support of school personnel. A social worker already exists on campus, but within the newly structured organizational chart an administrator will be assigned to monitor this parent center.

CSFs Addressed: 5A-C

Summer 2010-2013: Data Review and Instructional Planning (Ongoing)

Once new TAKS achievement data is available in May 2010, teacher leaders in each subject area will be identified to begin disaggregating the data and planning instructional calendars for the following school year. These calendars will be the basis for lesson planning before the school year begins as well as during the year. Professional development will integrate the planning process so that teachers, especially new teachers, are prepared to begin the school year with quality lessons based on recent assessment data. The work of the content area professional learning communities (PLCs) and school intervention systems will be centered around answering three questions: 1. What do we want students to learn? 2. How will we know they have learned it? 3. What will we do when they don't? (DuFour et. al. 2006)

CSFs Addressed: 1A & B, 2B, 3C

August 2010-June 2013: College Readiness and SAT Preparation Planning and Support

To address the relatively low college readiness as indicated in Lee's needs assessment, a partnership will be developed with a contractor to assist with SAT/PSAT preparation. A college center already exists on campus to assist with college applications, entrance requirements and financial aid and the college center staff has been involved in the process of choosing the Transformation model for Lee. All Seniors will be contacted by the college center for support, and underclassmen will also utilize the center's resources.

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.		
1	District Administration	
2	School Administration	
3	Teachers	
4	Parents and Community	
5		
6		
7		
8		
9		
10		

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Section D: Improvement Activities and Timeline		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p> <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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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
1A	Improve Student Achievement in Reading/ELA through the use of high yield strategies	Student performance in this area has met minimum expectations, but not with LEP students	Marzano, R., et al (2001) <i>Handbook for classroom instruction that works.</i>	August 1, 2010	June 30, 2013
1A	Improve Student Achievement in Mathematics through the use of high yield strategies	School-wide performance in math has been low. Improved math skills increase graduation rates	Marzano, R., et al (2001) <i>Handbook for classroom instruction that works.</i>	August 1, 2010	June 30, 2013
1A	Improve Student Achievement in Science through the use of high yield strategies	Student performance on Science TAKS dropped in 10 th grade in 2009.	Marzano, R., et al (2001) <i>Handbook for classroom instruction that works.</i>	August 1, 2010	June 30, 2013
1B, 1C	Provide instructional support for ELL students through a Newcomer Center	Lee has a large immigrant population that need English Language support to be successful	Boyson, B. (2003) <i>Secondary School Newcomer Programs in the United States. Center for Applied LInguistics</i>	August 1, 2010	June 30, 2013
1C	Reorganize school structures to include a dean of instruction responsible for monitoring instruction, department heads and lead teachers	Current school structures do not involve a dedicated instructional monitor. A distributed model will allow for more effective monitoring and delivery of expectations	Spillane, et al. Leading instruction: the distribution of leadership for instruction, <i>Journal of Curriculum Studies</i>	August 1, 2010	June 30, 2013
1B	Provide explicit English instruction for beginning level ESL students in a structured environment	Structured English immersion can help students gain the English language skills that are crucial for academic success	Clark, K. (2009) The case for structured English immersion. <i>Educational Leadership</i> , 66(7), p. 42-46	August 1, 2010	June 30, 2013

Add additional pages as needed.

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<p>Part 3: Intervention Model</p>					
<p>Section D: Improvement Activities and Timeline (cont.)</p>					
<p>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Provide training to full staff on data disaggregation.	All staff should understand the importance of using data to drive instruction.	Johnson, R. (2002) <i>Using Data to Close the Achievement Gap</i>	August 1, 2010	June 30, 2013
2B	Develop common assessments every 3 weeks for math, science, ELA, & History	More frequent summative evaluations allow for timely intervention when necessary.	DuFour (2006) <i>Learning by Doing</i>	August 1, 2010	June 30, 2013
2C	Provide ongoing data training during PLC meetings built into the school day throughout the year.	Continual analysis of timely data will drive instruction and intervention efforts for all content areas.	DuFour (2006) <i>Learning by Doing</i>	August 1, 2010	June 30, 2013
2B	Utilize a consultant to develop quality, aligned assessments for each core content area.	The quality of an assessment must be good in order to measure student learning accurately	Stiggins & Chappuis (2005) Putting testing in perspective: it's for learning, <i>PL</i>	August 1, 2010	June 30, 2013
2C	Hold periodic departmental and PLC meetings to review data and adjust instruction as needed.	Teachers must answer three questions: 1. What do we want students to learn? 2. How will we know they have learned it? 3. What will we do when they don't?	DuFour (2006) <i>Learning by Doing</i>	August 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
3B, C	Reorganize organizational structure to align resources, talent and tasks.	Restructuring will allow for operational flexibility of leadership as well as distribute tasks.	Spillane, et al () Leading instruction: the distribution of leadership for instruction, <i>Journal of Curriculum Studies</i>	August 1, 2010	June 30, 2013
3A	Hold yearly leadership retreats during summer to establish goals, align campus needs with tasks, and provide professional development.	Leadership will have a common vision and approach to implementing initiatives.	Lencioni (2002) <i>The five dysfunctions of a team.</i>	August 1, 2010	June 30, 2013
3A, C	Hold ongoing periodic leadership team meetings to model instructional coaching and analyze data	Meetings will provide ongoing professional development and data analysis as well as improve communication.	Waters & Cameron (2007) <i>The balanced leadership framework</i>	August 1, 2010	June 30, 2013
3C	Utilize systems thinking to establish a clear focus on attaining student achievement goals and organize work flow.	All decisions made in the school must be connected to raising student achievement. All new programs must be evaluated for their effect on other school systems.	Indicators for effective principal leadership in improving student achievement. Taken from: http://mdk12.org/process/leading/p_indicators.html	August 1, 2010	June 30, 2013

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<p>Part 3: Intervention Model</p>					
<p>Section D: Improvement Activities and Timeline (cont.)</p>					
<p>Critical Success Factor 4: Improve Learning Time</p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Extend the school day by 90 minutes	Current research has shown that students can make significant gains by being in school longer if quality instruction exists	Rocha, E. (2008) Expanded learning time in action. Taken from: http://www.americanprogress.org/issues/2008/07/pdf/elt1.pdf	August 1, 2010	June 30, 2013
4B	Extend school year by 10 days for students.	Current research has shown that students can make significant gains by being in school longer if quality instruction exists	http://www.timeandlearning.org/resources/ELTprinciples.htm National Center on Time and Learning	August 1, 2010	June 30, 2013
4C	Extend teacher year by 5 days to allow for professional development.	Teachers must receive training in order to implement strategies and initiatives of the school	Center for Applied Research and Education Improvement	August 1, 2010	June 30, 2013
4C	Arrange master schedule to include time for content collaborative planning (PLCs).	Teachers must answer three questions: 1. What do we want students to learn? 2. How will we know they have learned it? 3. What will we do when they don't?	DuFour (2006) <i>Learning by Doing</i> "Turning around chronically low performing schools" IES Practice Guide, (2008) USDE	August 1, 2010	June 30, 2013
4A	Implement intensive tutorials before, during and after school.	Intervention for students in danger of failing or dropping out must be timely and targeted	Roland Fryer Douglas Reeves	August 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
5A	Create a Parent Involvement Center.	Parent involvement on any level has been proven to increase student achievement. Increase communication between home and school	National Middle School Association. Taken from: http://www.nmsa.org/portals/0/pdf/publications/OnTarget/family_involvement/family_10.pdf	August 1, 2010	June 30, 2013
5B, C	Designate school leader to coordinate and promote community services.	Increase student's personal, interpersonal and social development. Counseling and health services needed.	Shaffer (2006) "Student Support Services." http://www.sswaa.org/	August 1, 2010	June 30, 2013
5A	Provide learning opportunities for parents at the school.	In a very low-income area, many parents lack skills needed to help students achieve or even provide for families	Intercultural Development Research Association (IDRA) - PIRC	August 1, 2010	June 30, 2013
5A	Create a PTO	Parent involvement on any level has been proven to increase student achievement	Intercultural Development Research Association (IDRA) - PIRC	August 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
6C	Increase frequency of advocacy period	High dropout rate can be reduced by fostering positive relationships with adults on campus	Klem, AM et al (2003) First things first family advocate system: building relationships to support student success, USDE	August 1, 2010	June 30, 2013
6C	Adjust master schedule to allow time for enrichment, credit recovery and interventions during the school day	Built in time for intervention and enrichment will increase student achievement.	Doing What Works: Provide academic support and enrichment to improve academic performance. http://dww.ed.gov/practice/?T	August 1, 2010	June 30, 2013
6A	Provide incentives for students to increase attendance.	Attendance is currently near 90%. Incentives for good attendance will help increase that percentage	http://www.principalspartnership.com/feature204.html	August 1, 2010	June 30, 2013
6A, C	Increase extra-curricular programs on campus.	Extra curricular activities keep students in school and connect them with the school community	Neuman, S. (2006) Empowered after school. <i>Educational Leadership</i>	August 1, 2010	June 30, 2013
6B	Implement a character education program with curriculum during advocacy period.	Recent findings show that effective character education supports and enhances the academic goals of schools	Character Education Partnership (2010) <i>What Works in Character Education</i>	August 1, 2010	June 30, 2013

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<p>Part 3: Intervention Model</p>					
<p>Section D: Improvement Activities and Timeline (cont.)</p>					
<p>Critical Success Factor 7: Increase Teacher Quality</p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B, 7C	Implement a campus-based new teacher induction program for 1 st and 2 nd year teachers	Lee has a high number of new and novice teachers (52% with 5 years or less)	Wong, H.K. (2004) Induction programs that keep new teachers teaching and improving. <i>NASSP Bulletin</i> , 87(638), 5-27.	August 1, 2010	June 30, 2013
7A	Develop and implement a teacher evaluation system based on PDAS and train campus evaluators in the cognitive coaching method.	Cognitive Coaching will equip coaches with the tools to help teachers improve their internal thinking and decision-making capabilities.	Donaldson, Morgaen L., and Peske, Heather G. <i>Supporting Effective Teaching Through Teacher Evaluation</i> . Washington, D.C.: Center for American Progress, 2010.	August 1, 2010	June 30, 2013
7B	Train full staff in Sheltered Instruction Observation Protocol Methods and other research-based strategies for teaching ESL students.	Over 40% of students are considered LEP and data indicates all content areas are affected.	"The Sheltered Instruction Observation Protocol: A Tool for Teacher Collaboration and Professional Development". Deborah J. Short, Center for Applied Linguistics, and Jana Echevarria, California State University, Long Beach. <i>ERIC Digest</i> . Dec. 1999.	August 1, 2010	June 30, 2013
7B	Provide content specific professional development on curriculum (vertical & Horizontal)	Teachers must be aware of curriculum so that all students are taught the same material. A guaranteed and viable curriculum,	Marzano, R. (2003) <i>What Works in Schools</i>	August 1, 2010	June 30, 2013
7B	Provide training on backward design and lesson plan development to all staff	Teachers will be expected to plan common lessons and assessments aligned with district curriculum.	Wiggins (2005) <i>Understanding by Design</i>	August 1, 2010	June 30, 2013
7B	Train Science teachers to use technology to increase student engagement and understanding.	Students low in objective one so use of computers and real-time data collection will improve understanding.	Friedler, Y. (1990) "Learning scientific reasoning skills in microcomputer-based laboratories"	August 1, 2010	June 30, 2013
<p>Add additional pages as needed.</p>					

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1C	Implement an AVID program on campus.	Program provides students with quality tutoring time and study skills and prepares them for college.	Huerta, Watt, Alkan. "Identifying Attributes of Successful Teacher Leaders within the AVID Program: A Survey of School Principals." 2008.	August 1, 2010	June 30, 2013
1B	Partner with an SAT/PSAT preparation provider to raise SAT scores and increase college admissions.	Curriculum must provided for students to increase chances of success in college entry	Green, J. (2003) Public High School Graduation and College Readiness Rates in the United States. Taken from: http://www.tedna.org/pubs/ewp_03.pdf	August 1, 2010	June 30, 2013
1B	Implement a 9 th grade bridge program	Lee has a high dropout rate and low completion rate which has caused the school to miss AYP and state standards. Better freshman performance often predicts dropout rate.	<i>Easing the transition to high school: research and best practices designed to support high school learning.</i> Taken from: http://www.betterhighschools.com/docs/NHSC_Transitionsreport.pdf	August 1, 2010	June 30, 2013

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Schedule #4B—Program Description

Part 4: Waiver Requests

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

- ☒ Extending the period of availability of school improvement funds.
This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.

NOTE: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and *must* be checked.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.
- ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.
This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>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>		

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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>To IMPROVE ACADEMIC PERFORMANCE of students, campus leaders will implement the following strategies to collect and review STUDENT-LEVEL ACADEMIC/QUANTITATIVE DATA. Every three weeks, teacher content teams will administer locally developed core subject common assessments based on instructional calendars developed at the beginning of the school year using HISD curriculum as a guide. The HISD curriculum is fully aligned with the Texas Essential Knowledge and Skills and includes Power Objectives that align with TAKS Objectives and Student Expectations. At present, administrators and teachers use Campus Online to collect the student responses from the tests and format them into reports that shows correspondence with the TEKS tested. The program also imports information from the district's data system, Chancery, to facilitate data disaggregation by student ethnicity, LEP, Special Education, at-risk status, and other demographic descriptors pertinent to federal AYP and state accountability measures. Team leaders will share the data obtained from the formative assessments with teachers for review within days of administration. Based on results, teachers will revise instructional calendars and lessons for re-teaching, when necessary, as well as identifying students in need of targeted assistance. Teachers will then reassess student performance on the same material, after intervention, to identify whether or not the material was learned to a sufficient degree and to determine effectiveness of intervention strategies.</p> <p>Attendance and grade data is collected on the district's grading program, GradeSpeed, which also reports on failure, attendance, progress and other information regarding student performance in classes. Administrators will run reports each grading cycle to determine failure rates by grade, teacher, subject, ethnicity and other demographic factors relevant to assuring all students are successful. In addition, the administrative staff utilizes Chancery, the district's data gathering system, to review discipline data weekly. In addition to the academic teams, the school's dropout prevention and recovery committee will review weekly grade, attendance, and discipline reports to promptly identify students in danger of dropping out or losing credit for classes so that they can intervene in a timely manner.</p> <p>School climate surveys [<i>SIRC Snapshot, Bernhardt, locally developed</i>] will be conducted two times each year to collect QUALITATIVE data on such subjects as school safety, teacher attitudes, student attitudes and expectations, community perceptions and customer service. Data will be used to IMPROVE SCHOOL CLIMATE and to improve instruction by allowing the staff to better understand how students feel they learn best, and identifying gaps in teacher, student, and community expectations about what engages students in learning.</p> <p>To INCREASE THE USE OF QUALITY DATA TO DRIVE INSTRUCTION, content teams and community (SLC) groups will review all of the data described above as part of the daily PLC discussions. Campus leaders will develop a schedule of data driven discussions and planning sessions as part of the plan for professional development so that staff review each element of campus and student data weekly or monthly and summatively at the end of each semester. As results are reviewed, each group will report PROGRAM-LEVEL DATA to campus leaders and the Project Director on the progress of implementation of project activities and the level of effectiveness of the initiatives in order to promptly identify any needed adjustment in the implementation of the project plan.</p> <p>To INCREASE LEADERSHIP EFFECTIVENESS the Project Manager will ensure that...</p> <ul style="list-style-type: none"> • Trained campus leadership in Critical Friends Group protocols and McREL Balanced Leadership • Report aggregated results to leadership team once per semester. <p>To monitor the effectiveness in the INCREASE IN LEARNING TIME, the Project Manager will....</p> <ul style="list-style-type: none"> • Collect data to review academic, attendance and school climate data • Report to campus and district leadership each semester <p>To monitor the INCREASE PARENT/STAKEHOLDER INVOLVEMENT initiatives, the parent coordinator will...</p> <ul style="list-style-type: none"> • Collect participation data from the parent resource center and Title I • Track the number of activities, the number of participants, and effectiveness of • Report to campus and district leadership each semester <p>To monitor the INCREASE IN TEACHER QUALITY, the Principal and Project Manager will report to the campus and district leadership the aggregated results of classroom walkthrough observations, PDAS reports, and student achievement once per year at district staff performance reviews.</p>		

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Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

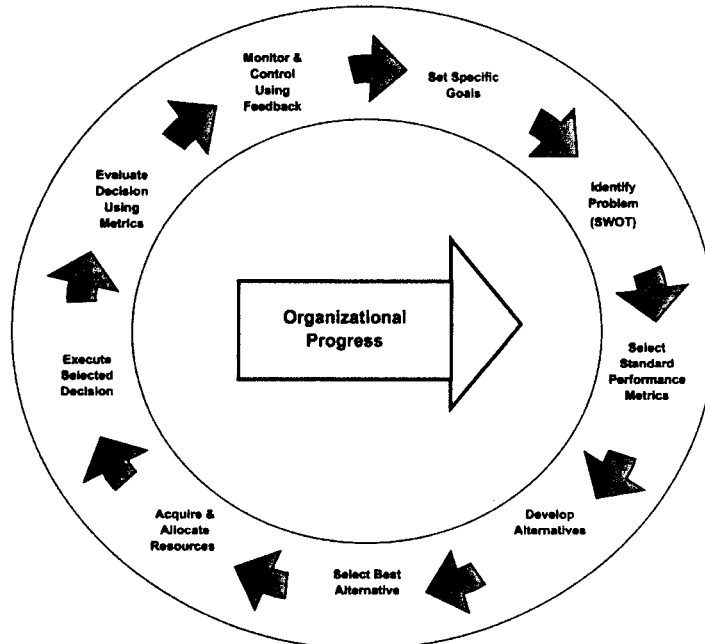
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.

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

The Lee High School Redesign Team formed to develop a comprehensive Transformation plan to address the need to improve all aspects of campus performance. Membership consists of representatives from all components of the campus including **administrators, teachers, teacher leaders, and student support services**. In addition, the Team presented the plan to the **SBDM committee** and the **faculty** at large in order to assure input from a larger perspective. The principal and district leaders conducted an open forum for **parent and community members** as well so that interested stakeholders had opportunity to express concerns and provide feedback to the staff as they work toward developing a comprehensive plan. Team members and/or campus leaders presented the performance improvement goals and activities to each group and received feedback and recommendations that were then incorporated to the extent possible in final proposal.

Each sub-committee worked to identify needs and to recommend Transformation initiatives that are supported by scientifically based research in order to assure successful selection. Utilizing campus data, or lack thereof, the committees then proposed objectives for each initiative. Team leaders then incorporated the committee objectives into the project Performance Goals.

The Redesign Team will continue to work through the project period as a facet of campus leadership to monitor the plan as the staff implements the strategies and to recommend continuation or adjustments as the data is collected. Both the planning and continuing role of the Team is reflected in the graphic below:



Student achievement data for multiple years was reviewed in all academic areas and on assessments including TAKS, Stanford, TELPAS, and PSAT/SAT. Teachers and administration developed realistic targets for achievement in each area.

For those areas with no baseline data or collection instrument, rubrics will be created by staff and administration to capture relevant data for reporting.

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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 <i>two</i> pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).												
<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%; padding: 5px;">Faculty topic of review</th> <th style="width: 50%; padding: 5px;">PLC Questions</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">▪ State Curricular objectives</td> <td style="padding: 5px;"><i>What do students need to know and be able to do?</i></td> </tr> <tr> <td style="padding: 5px;">▪ Assessments (formal-informal)</td> <td style="padding: 5px;"><i>How will we know when they have learned it?</i></td> </tr> <tr> <td style="padding: 5px;">▪ Re-teaching – Instructional Techniques – Intensive Tutoring – Reassessment</td> <td style="padding: 5px;"><i>What will we do when they have not learned it?</i></td> </tr> <tr> <td style="padding: 5px;">▪ Differentiate Instruction (increase rigor and expectations)</td> <td style="padding: 5px;"><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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by telephone/e-mail/FAX on 10/0//10 by Carla Staufert-Sevier of TEA.						
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Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS	74%	80%	87%	93%
2	Improve Student Achievement in Mathematics	TAKS	53%	75%	83%	92%
3	Improve student Achievement in Science	TAKS	47%	55%	60%	70%
4	Improve performance of ELL students on all tests	TAKS	12%	20%	30%	40%
5	Increase the number of students improving by one level on TELPAS	TELPAS	62%	70%	75%	80%
Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the use of quality, data-driven instruction	Lesson plans/Walk-throughs	55%	75%	85%	95%
2	Increase the use of student performance discussions	PLC Agenda, Minutes and Sign-in sheets	45%	70%	85%	95%
3	Increase the timely use of Curriculum Based Assessments and Common Assessments	Campus Online Report	45%	75%	85%	95%
4						
5						

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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 Student Achievement in Reading/ELA	TAKS	74%	75%	80%	85%
2	Improve Student Achievement in Mathematics	TAKS	53%	60%	65%	70%
3	Improve student Achievement in Science	TAKS	47%	55%	60%	70%
4	Improve performance of ELL students on all tests	TAKS	12%	20%	30%	40%
5	Decrease out of school suspensions	PEIMS	811	600	500	300

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Extend the School Day	Master Schedule	7.5 hours	9 hours	9 hours	9 hours
2	Extended School Year for teachers	Calendar	187 days	202 days	202 days	202 days
3	Improve Student Achievement in Reading/ELA	TAKS	74%	75%	80%	85%
4	Improve Student Achievement in Mathematics	TAKS	53%	60%	65%	70%
5	Improve student Achievement in Science	TAKS	47%	55%	60%	70%

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of communication opportunities for stakeholders per year	Campus Newsletter	0	10	15	15
2	Number of visits to parent center	Sign in sheets	0	200	300	400
3	Enrollment in parent classes	Enrollment forms	0	50	100	150
4	Use of community services agency	Case Load	350	350	375	400
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	Number of out-of-school suspensions	PEIMS Report	811	600	500	300
2	Attendance rate	PEIMS Report	89.5%	91%	92%	93%
3	Positive school climate	www.Schoolclimate.org	NA	Baseline	10% increase	10% increase
4	Increase Completion Rate	PEIMS	67.5%	70%	75%	80%
5	Decrease 4 year Dropout Rate	AEIS	34.2%	28%	22%	16%

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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	Increased professional development days for teachers	Campus Records	9	14	4	14
2	Increased number of PLC meetings	Campus Records	2 per month		Monthly	Weekly
3	Reduced failure rate	Grades	60%			30%
4						
5						

*CSF
Not a typical*

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	College Readiness (Both subjects)	AEIS	20%	25%	30%	35%
2	Average SAT Score	SAT	782	800	820	850
3	Rate of promotion from 9 th to 10 th grade	Transcripts	62%	75%	80%	85%
4						
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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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule # 4D--Equitable Access and Participation: Barriers and Strategies					
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others	
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Gang-Related Activities					
#	Strategies for Gang-related Activities	Students	Teachers	Others	
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Drug-Related Activities					
#	Strategies for Drug-related Activities	Students	Teachers	Others	
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Visual Impairments					
#	Strategies for Visual Impairments	Students	Teachers	Others	
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Hearing Impairments					
#	Strategies for Hearing Impairments	Students	Teachers	Others	
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Learning Disabilities					
#	Strategies for Learning Disabilities	Students	Teachers	Others	
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Physical Disabilities or Constraints					
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others	
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input 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 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 type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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		
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	\$5,586,858	\$	\$5,586,858
Professional and Contracted Services	5C 6200	25,000		25,000
Supplies and Materials	5D 6300	12,744		12,744
Other Operating Costs	5E 6400	20,711		20,711
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	207,060		207,060
Total Direct Costs		\$5,852,373		\$5,852,373
2.535% Indirect Costs			144,676	144,808 144,676
Grand Total				
Total Budgeted Costs:		\$5,852,373	\$ 144,676	\$5,997,049
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$5,997,049
Multiply by (% limit)				X 0.5
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 292,852

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Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,999,016 Year 2: SY 2011-2012 \$1,999,016* Year 3: SY 2012-2013 \$1,999,016* Year 1: SY 2010-2011 \$1,998,532 Year 2: SY 2011-2012 \$1,998,714* Year 3: SY 2012-2013 \$1,999,803* * 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

Extra-duty pay for teachers is based on teachers and staff x 5 extended days @ daily rate of pay (extended year)

Extra-duty pay for teachers is based on teachers and staff x 1 hour a day for 4 days per week for full school years x daily rate of pay (extended time)

Substitutes will be used so that teachers can attend professional development during the school day. Subs will also be used for teachers who go on the site visit.

Number of tutors will begin with 43 FTE in year one: 19 in year 2: and 9 in year 3. All tutors will get \$25,000 per year. There are not pre award dollars listed for this project.

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)		
Budgeted Costs		
Employee Position Titles	Justification	#Full-Time Effort #Part-Time Effort Pre-Award Amount Budgeted
Instruction		
1 Teacher		\$
2 Educational Aide		
3 Tutor	To provide academic support to students (3 years)	43 1,775,000
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 Services Program Manager (partial salary)	1	44,016
24 Title: Campus Based Academic Trainer (3 years)	1	178,212
25 Title:		
26	Subtotal Employee Costs	\$ 2,038,433
Substitute, Extra-Duty, Benefits		
27 6112 Substitute Pay		\$
28 6119 Professional Staff Extra-Duty Pay		2,381,272
29 6121 Support Staff Extra-Duty Pay		793,757
30 Principal Incentive		
31 6140 Employee Benefits 325003 + 48393		373,396
32	Subtotal Substitute, Extra-Duty, Benefits Costs	\$ 3,548,425
33	Grand Total Payroll Budget (line 26 + line 31)	\$ 5,586,858

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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.		\$	\$
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal			
Professional and Consulting Services Less than \$10,000		\$	\$
Professional and Consulting Services (6219) Greater than or Equal to \$10,000			
1. Description of Professional or Consulting Service (Topic/Purpose/Service): PD for Data disaggregation/increase student achievement and use of quality data/Margaret Kilgo			
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award Total Amount Budgeted
Contractor's Payroll Costs		\$ 0	\$ 0
Title: Trainer			
Subgrants, Subcontracts, Subcontracted Services		0	0
Supplies and Materials		0	0
Other Operating Costs			
Capital Outlay (Subgrants Only)			
Indirect Cost (5%)			
Total Payment:		\$ 0	\$ 0

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Texas Title I Priority Schools Grant

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

2. Description of Professional or Consulting Service (Topic/Purpose/Service):
 College Readiness Preparation/Increase graduation rate/AVID

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 25,000	\$	\$ 25,000
Title: Facilitator				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____ %)				
Total Payment:		\$ 25,000	\$	\$ 25,000

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

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

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

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

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

3. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
4. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		25,000		25,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		25,000		25,000

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized				\$	\$
	#	Type	Purpose	Quantity		
	1					
	2					
	3					
	4					
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:						12,744
Grand Total					\$	\$12,744

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$	\$ 15,711
	Specify purpose: 4 school leaders site visit costs and for conferences such as ASCD				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)				
	Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization:				
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) To print brochures, reports, and documents to support the program				5,000
	Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:					20,711
Remaining 6400 – Other Operating Costs that do not require specific approval:					
Grand Total				\$	\$20,711

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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 lab carts (Includes 30 laptops per unit)	35,000	4		140,000
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13	Instructional Software	67,060	1		67,060
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:					207,060

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>101-912</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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,

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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.

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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.
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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	101-912 County-District No.
Texas Title I Priority Schools Grant		

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

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B

Certification Regarding Debarment,
Suspension, Ineligibility and
Voluntary Exclusion—Lower Tier
Covered Transactions

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

Required for all federal grants regardless of
the dollar amount

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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.
Texas Title I Priority Schools Grant		

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

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY	
	Standard Application System	
	School Years 2010-2013	<u>101-912</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	 <u>101-912</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

TEXAS EDUCATION AGENCY
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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).

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

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

4. Highly Qualified:

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	101-912 County-District No.
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

SCHEDULE #6E – cont.
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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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- 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 it implement the following federal requirements.
 1. Develop and increase teacher and school leader effectiveness.
 - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
 - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 2. Are designed and developed and with teacher and principal involvement
 2. Comprehensive instructional reform strategies.
 - A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 3. Increasing learning time and creating community-oriented schools.
 - A. Establish schedules and strategies that provide increased learning time; and
 - B. Provide ongoing mechanisms for family and community engagement.
 4. Providing operational flexibility and sustained support.
 - A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 11) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
 - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. **Examination of Records:** The Comptroller General of the United States and any of its employees, contractors, agents, representatives, or designees, may examine any records related to obligations and use by any state or local government of funds made available under ARRA. (Section 901[b]).
2. **Access of Government Accountability Office (GAO):** Each contract and each subcontract awarded using funds made available under ARRA shall provide that the Comptroller General of the United States and his representatives are authorized to examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract and to interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions (Section 902).
3. **Reviews by Inspector General:** The inspector general of the U.S. Department of Education shall review, as appropriate, any concerns raised by the public about specific investments using funds made available in this Act. Any findings of such reviews shall be relayed immediately to the Secretary of Education. In addition, the findings of such reviews, along with any audits conducted by any inspector general of ARRA funds, shall be posted on the inspector general's website and linked to the recovery.gov website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).
4. **Access of Offices of Inspector General to Certain Records and Employees:** With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).
5. **Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the www.recovery.gov 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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& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**101-912

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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 _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	LEA Name	County-District#
		Lee High School	
		Campus Name	Campus Number
		9-Digit Vendor ID#	ESC Region
		NOGA ID# (Assigned by TEA)	Date of Report

Texas Title I Priority Schools Grant

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

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

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

May be submitted any time prior to deadline.

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

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

Part 1: Identified Needs

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

1. Improve Academic Performance

Milestones	A	Curriculum Benchmarking every 6 weeks
	B	Professional Learning Communities to present and discuss data
	C	Walk through observations to be done at a rate of 6 per grade level each week

2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Professional Learning Communities that are based common data and interventions for students
	B	Training to teachers prior to school regarding data expectations and data reporting
	C	Campus On Line Training for all teachers to ensure swift data analysis and recovery
3. Increase Leadership Effectiveness		
Milestones	A	Campus based training regarding effective classroom instruction
	B	New Leadership staff that is well versed in data retrieval
	C	Weekly Administrative Meetings to ensure communication and discuss concerns
4. Increase Learning Time		
Milestones	A	Extended Day by 30 minutes
	B	Limit School Interruptions
	C	Provide Grad. Lab opportunities for students in need afterschool and on weekends
5. Increase Parent / Community Involvement		
Milestones	A	Expectation Nights for each grade level
	B	Orientation Nights for each grade level
	C	Title One Coordinator assisting in all parental activities
6. Improve School Climate		
Milestones	A	Grade Level Academies
	B	Provide Extracurricular activities
	C	Improve communication amongst faculty through common planning periods
7. Increase Teacher Quality		
Milestones	A	Instructional Specialists on every grade level to coach teachers and provide mentors for all new teachers
	B	Targeted walk through form to ensure timely communication and feedback
	C	Effective classroom techniques training using " Teach like a Champ" book for all teachers
Other Identified Needs (not listed above)		
A		
B		

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	36%
Increase the Use of Quality Date to Drive Instruction	1%
Increase Leadership Effectiveness	1%
Increase Learning Time	58%
Increase Parent / Community Involvement	1%
Improve School Climate	1%
Increase Teacher Quality	1%
Other Remaining Costs	1%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. <i>Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</i>	
Improve Academic Performance	%
Increase the Use of Quality Date to Drive Instruction	%
Increase Leadership Effectiveness	%
Increase Learning Time	%
Increase Parent / Community Involvement	%
Improve School Climate	%
Increase Teacher Quality	%
Other Remaining Costs	%

Part 3: Intervention Model
<input checked="" type="checkbox"/> Transformation
<input type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center <input type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE
Intervention Description –Describe the intervention model selected and how it will be implemented consistent with the final regulations released by USDE for this grant program. Include all major activities of the model. Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana). Complete the appropriate model pages below.

Part 3: Intervention Description – 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.**

Principal was replaced in January 2010

- 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;**

Evaluation systems for teachers and leaders will be created during the first year of implementation of the transformation model. The basis for this system will be the Professional Development and Appraisal System (PDAS). Teachers will develop individual plans for professional development based on the needs of their students as well as prior year's achievement data, if available. The evaluation will be conducted by an evaluator who has been trained in cognitive coaching methods.

Forms for data collection will be developed to promote uniformity of implementation throughout the school. Those teachers whose students show significant losses are given the opportunity to grow through professional development and are removed if not progress is made in a reasonable amount of time.

- 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;**

Lee High School teachers will participate in the district's ASPIRE program, which rewards teachers for student growth based on TAKS and Stanford scores. In addition, teachers can receive additional money for perfect attendance. Also, teachers who demonstrate strong teaching and leadership skills will be asked to participate on the school's leadership team as a lead teacher or department chairperson which will include a stipend and flexible teaching schedule such as multiple planning periods to be used for such things as planning, teacher support, and data analysis.

- 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**

Five additional professional development days will be added to the school calendar to provide the necessary professional development needed to make staff at all levels aware of the needs and potential of the new school model. Professional development will be provided in the following areas based on the results of a comprehensive needs assessment:

Strategies to support ESL students (SIOP)

Curriculum and Assessment Design - Backward Design

Data Disaggregation

Professional Learning Community (PLC) structure and implementation (CFG)

Character Development and Mentoring for students - (AVID)

Content Specific training based on needs

New Teacher Development

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.

Lee High School teachers will participate in the district's ASPIRE program, which rewards teachers for student growth based on TAKS and Stanford scores. In addition, teachers can receive additional money for perfect attendance. Also, teachers who demonstrate strong teaching and leadership skills will be asked to participate on the school's leadership team as a lead teacher or department chairperson which will include a stipend and flexible teaching schedule such as multiple planning periods to be used for such things as planning, teacher support, and data analysis.

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

TAKS achievement data from Spring 2010 will be used by teacher leaders in each subject area will begin disaggregating the data and planning instructional calendars for the school year. These calendars will be the basis for lesson planning before the school year begins as well as during the year.

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.

Provide ongoing data training during PLC meetings built in to the school day throughout the year. Hold periodic departmental and PLC meetings to review data and adjust instruction as needed.

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->*

Increase school year 5 days in the first year and 10 days the second and third year of the grant.

B. Provide ongoing mechanisms for family and community engagement.

Title One coordinator, nurse and CIS will work to ensure that there are monthly meetings for parents that are informative regarding health, academics and behavior. Lee plans to continue and strengthen partnerships with community organizations such as Mentors of Hope, Upward Bound, Communities in Schools (CIS) and the Baylor Teen Clinic in order to promote a positive school culture and attend to the needs of its very diverse population. Lee will work with the Parent Engagement department of HISD to develop parent resource center and other parent engagement strategies.

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;

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.

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).

HISD will provide technical assistance to Lee 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

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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.

D. When applicants for employment are being considered for assignment, the best-qualified individual, based on the criteria for filling vacancies, will be used. See Reference (a). The race, sex, ethnicity, marital status, or religion of the applicant will not be considered as a factor in the selection process.

E.

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;

As an Apollo 20 campus, Lee 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.

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

Houston Independent School District has adopted a district wide response-to-intervention model therefore Lee High School is implementing the school-wide response-to-intervention model to match instructions to students needs, and monitoring of student's progress is continuous.

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;

The focus at Lee is to educate ALL students regardless of their orientation, additional professional development is provided annually to help teachers and school leaders to support students with disability and the 504 students. Additional training and information is provided to parents of these exceptional students as support to extend learning outside of the school.

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

Already a key component of campus instructional practice.

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;

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.

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

Students will be required to participate in the 2 weeks summer transition and intervention activities at Lee, they will also participate in FISH camp to familiarize themselves with Lee High School culture and develop a college or career bound mind-set.

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;

Lee High School is at the sustainability stage of a Smaller Learning Community grant that allows students to choose a college or career bound academy to belong to, the go center offers credit recovery for failing students. Saturday classes also opens another avenue for students to succeed. Lee plans to continue in these highly effective strategies to increase graduation rates in students.

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

Lee 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 Lee 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. As part of a pilot study, Lee received training using an EWS tool to track student absence, truancy and course failure This tool will be valuable in tracking students at-risk-of failing and dropping out.

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;

Lee plans to continue and strengthen partnerships with community organizations such as Mentors of Hope, Upward Bound, Communities in Schools (CIS) and the Baylor Teen Clinic in order to promote a positive school culture and attend to the needs of its very diverse population. Lee will work with the Parent Engagement department of HISD to develop parent resource center and other parent engagement strategies.

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;

As an APOLLO 20 school Lee has been restructure by lengthening the school day and time. Students resumed school one week before the conventional schools came back. The days are lengthening and Saturday classes have been put in place. Additional planning periods have been built in for teachers to meet in PLC (Professional Learning Communities) and time set aside for school-wide collaboration for the purpose of student

achievement. After the structure committee received input from various stakeholders and staff, the faculty was asked to vote on a new schedule in April of 2010. The schedule includes time for professional learning communities to meet and discuss student progress and share data and engage in job-embedded professional development. A weekly routine including data analysis, curriculum development, assessment development and small learning community planning will be implemented. The school day has been lengthened to provide additional learning time for students; schedules will be made that will allow for targeted tutorials during the school day to ensure that students behind grade level in math receive personal tutoring and double-blocked math and reading/ELA classes. In addition, 10 school days will be added to the instructional calendar during the 2010-2011 school year and 5 days of additional professional development for staff will be scheduled.

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;

Lee will also implement a revised organizational structure to direct more resources to support teachers, support students, and meet compliance requirements. Roles will be defined within leadership hierarchy to better support the school's mission to improve teaching and learning. Create new roles focused on: developing and retaining master teachers, complying with federal and state regulation; and providing student support, both academic and psycho-social. Measures will be taken to consistently apply discipline school-wide.

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;

Lee high School as part of the APOLLO 20 model school is implementing the transformation model within the Houston Independent School District.

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

Lee receives school funding from a variety of sources, including state and local. Nearly 76 percent of General Fund expenditures in HISD are directed to instruction and other school-support support services. Lee implements a school-based budget that is based on student needs. TTIPS funds will supplement and not supplant existing school funds.

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

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	Curriculum Benchmarking every 6 weeks	08/01/2010	06/30/2013
	B	Professional Learning Communities to present and discuss data	08/01/2010	06/30/2013
	C	Walk through observations to be done at a rate of 6 per grade level each week	08/01/2010	06/30/2013
2	A	Campus based training regarding effective classroom instruction	08/01/2010	06/30/2013
	B	New Leadership staff that is well versed in data retrieval	08/01/2010	06/30/2013
	C	Campus On Line Training for all teachers to ensure swift data analysis and recovery	08/01/2010	06/30/2013
3	A	Campus based training regarding effective classroom instruction	08/01/2010	06/30/2013
	B	New Leadership staff that is well versed in data retrieval	08/01/2010	06/30/2013
	C	Weekly Administrative Meetings to ensure communication and discuss concerns	08/01/2010	06/30/2013
4	A	Extended Day by 30 minutes/ begin school one week earlier	08/01/2010	06/30/2013
	B	Limit School Interruptions	08/01/2010	06/30/2013
	C	Provide Grad. Lab opportunities for students in need afterschool and on weekends	08/01/2010	06/30/2013
5	A	Expectation Nights for each grade level	08/01/2010	06/30/2013
	B	Orientation Nights for each grade level	08/01/2010	06/30/2013
	C	Title One Coordinator assisting in all parental activities	08/01/2010	06/30/2013
6	A	Grade Level Academies	08/01/2010	06/30/2013
	B	Provide Extracurricular activities	08/01/2010	06/30/2013
	C	Improve communication amongst faculty through common planning periods	08/01/2010	06/30/2013
7	A	Instructional Specialists on every grade level to coach teachers and provide mentors for all new teachers	08/01/2010	06/30/2013
	B	Targeted walk through form to ensure timely communication and feedback	08/01/2010	06/30/2013
	C	Effective classroom techniques training using " Teach like a Champ" book for all teachers	08/01/2010	06/30/2013

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