

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	Houston ISD Organization Name	101-912 County-District#
		New Aspirations Academy Campus Name	327 Campus Number
		74-6001255 9-Digit Vendor ID#	4 ESC Region
		105520017110037 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 type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Terry	B	Grier	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
713-556-6300		HISDsuperintendent@houstonisd.org	

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received

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

TEA DOCUMENT CONTROL NO.

701-10-112-172

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Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 <input type="checkbox"/>	Proof of Nonprofit Status	
	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input 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	
New Aspirations Academy					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
7055 Beechnut				Houston	TX
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	Title
Emily				Reeves	Principal
Telephone		Fax		Email	
713-394-3577				Emily.reeves@communityeducation.com	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
7055 Beechnut				Houston	TX
Secondary Contact					
First Name		Initial		Last Name	Title
Annetra				Piper	Mgr., Grant Dept.
Telephone		Fax		E-mail	
713-556-6781		713-556-6730		apiper@houstonisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
4400 W. 18 th Street				Houston	TX

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

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Allowable Activities

Tier I and Tier II Grantees

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

Tier III Grantees

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

In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.

The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.

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

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 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; Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. 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; 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; 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; Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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

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

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

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25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. 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	<p>If the LEA/Tier III campus selects to implement the transformation model, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement 		

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

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

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

Part 1: Grant Eligibility

☐ Tier I Eligible Campus
 ☒ Tier II Eligible Campus
 ☐ Tier III Eligible Campus

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

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

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

New Aspirations Academy is a drop out prevention and recovery program that serves students who have struggled in a traditional school setting. Within the general framework of student achievement, we have to consider increased ways to earn credit, and climate issues of attendance (– the attendance rate in 2007-08 was 77.8%). Increased positive parent and community involvement (currently most interaction deals with truancy, court violations and social service crises) was also a **weakness** identified on our campus.

Gaps and Weaknesses: Need to Improve Student Achievement

TAKS Met 2009 Standard (Sum all grades tested including TAKS Accommodated)

TEST	Reading/ELA	Math	Science	Soc. Studies	All tests
PERCENT	59%	16%	26%	58%	24%
PASSING					

New Aspirations has identified several **gaps** specific to our student population.

- Mobility
- High percentage of students who come to the program 2+ years behind in credits
- Multiple failures at Exit level TAKS
- Addressing multiple risk factors

These unique needs are met in several ways: flexible scheduling (students choose between two 4-hour daily sessions; pacing is individualized based on an initial needs assessment; small group and individual tutoring are based on benchmark results; Credit Recovery and multiple credit options, Extended time and intensive tutoring, data management system, professional development, curriculum alignment, leadership development, Family support services and parent involvement, and additional counseling services. Social services support and career counseling are also available.

As a result of our comprehensive and ongoing needs analysis, we have the following **program objectives**:

- To redesign our curriculum so that it is aligned to HISD's scope and sequence and End of Course testing
- Enhance technology to provide student external access to courses and teaching via video streaming
- Increase the use of project based learning, and the development and maintenance of student portfolios
- Provide continuous use of data (both real time and gathered) via a sophisticated, all-inclusive data management system in order to deliver interventions and differentiate instruction
- Increase learning time
- Improve family and community engagement
- Provide effective school-wide response to intervention programs
- Increase professional development and coaching to meet the unique needs of severely at risk students
- Accelerate credit acquisition rate for severely at risk students

A true transformation builds capacity and increases the effectiveness of leadership and teachers. We have incorporated strategies and activities designed to build ownership, provide high quality and job embedded professional development, and reward leaders, teachers, and staff for increased student achievement and graduation rates. Action steps for the development of a rigorous, transparent, and equitable evaluation system based on student growth, professional growth, and an analysis of multiple observations are included.

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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											93	61	52	35	241	
Open-Enrollment Charter School																
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	241	
Total Instructional Staff														12		
Total Support Staff														9		
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process																
1	School climate survey															
2	AEIS, PEIMS and TAKS data															
3	Graduation rate at the home school and of the target students when they return to home campus															
4	Attendance rate of teachers and students															
5	Teacher data (education, specializations, years service at school, turnover)															
6	Teacher appraisal data- PDAS															
7	Discipline referrals															
8	Number of students living alone															
9	# and type of parent contacts from the school															
10	College Readiness indicators (AP/dual enrollment; AP/IB results; SAT/ACT results if any)															

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment Cont.

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

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

New Aspirations Academy (Houston ISD) has operated under the direction of Community Education Partners (CEP) since 2007. Assessing needs and monitoring school improvement has been a continuous process under their leadership. Participating in on-going needs assessment are: the CEP administrator, the principal, teachers, external professional development providers, parents, and students. The group was consulted on various aspects of data examination and identification of needs. The team looked at improvement as being cyclical rather than linear and the cycle begins and ends with student achievement or learning outcomes. The team began by:

- Assessing current operations and analyzing data, identifying areas for improvement and developing an improvement plan.
- Throughout the life of the grant, the plan will be monitored and modified as necessary, with a cycle of continuous evaluation and improvement.
- Background information came from a wide range of sources: the AEIS report (including passing rate, end-of-course test results, TAKS and attendance); credits earned by individual students in a semester; teacher and administrator evaluative data; classroom observations; parent home visits, Family Meetings and surveys through Survey Monkey.

There are and will continue to be three Family Meetings per year. Participants will be kept apprised of trends, outcomes and monitoring results via e-mail and thus be prepared to offer comments at meetings. E-mail will be utilized when possible to get quick responses and will certainly be used to disseminate information. Home visits are made as needed and will offer another venue for getting feedback from those who are less involved.

A May 12 community meeting netted comments from parents, social service providers and business owners. Students attend the Family/ Community Meetings but they were also surveyed via Survey Monkey. Questions for students addressed overall school quality and ways to improve it (project-based learning for example), attendance, discipline, extended day/year, and extra-curricular activities. Parents are invited to Family meetings but are also visited at home.

Target Areas to address were identified (and confirmed from previous needs assessment):

1. Need to Improve Student Achievement

TAKS Met 2009 Standard (Sum all grades tested including TAKS Accommodated)

TEST	Reading/ELA	Math	Science	Soc. Studies	All tests
PERCENT PASSING	59%	16%	26%	58%	24%

Within the general framework of student achievement, we have to consider increased ways to earn credit, and climate issues of attendance (– the attendance rate in 2007-08 was 77.8%) and fewer discipline referrals.

2. Better use of data
3. Increased curriculum development with End of Course alignment
4. Increased leader and teacher effectiveness
5. Increased and better use of learning time
6. Increased positive parent and community involvement (currently most interaction deals with truancy, court violations and social service crises)

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Texas Title I Priority Schools Grant			
Schedule #4B--Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Parents		
2	Social service agencies (DePelchin, Mayor's Anti Drug and Anti Gang Task Force, AAMA, Minority Action Program, STAR Program)		
3	Teachers, administrators, students, and instructional specialists		
4	Assessment Department at Central Office of school district		
5	School support staff		
6	Teachers at New Aspiration Academy from all grades		
7	Counselor		
8	Professional development consultants		
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.		
<p>Local funds will be used to support the TTIPS initiative and will contribute to salary and materials costs. The New Aspirations principal will submit purchase orders and the authorization to pay bill. The business manager and federal programs director will monitor the use of funds in accordance with the detailed budget developed as part of the application. Monthly budget sheets, showing expenditures and balances will be presented to the principal and CEP liaison. Houston ISD has a lengthy and strong history of managing large grants - both financial and managerial aspects.</p> <p>The Houston Independent School District is committed to utilizing the TTIPS Grant funds to provide the sufficient resources, related services, and support to effectively implement 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 transformational strategies:</p> <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 <p>Additionally, HISD will provide technical assistance to New Aspirations on multiple levels via <u>Central Office Administration</u> including the:</p> <ul style="list-style-type: none"> ■ Grants 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's transformation. <p>In an effort to attract and recruit staff to the New Aspirations, the LEA will need to budget for and distribute financial incentives to all certified and classified staff. The financial incentives include classified staff. Such incentives will only be applicable for a designated time relative to the date of the actual grant award and the number of years the school receives the funding through the district. The TTIPS Grant funds are needed in order to meet the required activities, resources, and related services to support the implementation of the Transformational model on the New Aspirations campus. The summation of the proposal services provided for students include: providing in-school tutorials by college students for high students in all core content areas especially Reading/ELA and Mathematics, and Computer Assisted programs, which will allow students to recover from failing courses through online programs. Additionally, the New Aspirations will provide on-going job-embedded professional development such as Rigor, Relevance, and Relationship, Data Driven Instruction, Positive Relationship for all student groups, student mentoring, and student incentives. The project will have a specific and itemized budget developed as part of the application. The budget is aligned to all grant activities (specifically the grant management plan) and services and will thus serve as a guide to management.</p> <p>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. The New Aspirations Academy grant will be managed in collaboration with a Community Education Partners designee and no grant decisions will be made solely by Houston ISD. 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.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>The school improvement process began at New Aspirations in 2009. Earlier recommendations and the results of previous "Needs Analyses" were available to us through copies of planning documents from the time the school opened.</p> <p>Regular "Family Meetings" were scheduled 3 times during the year. Invitees include parents, teachers, school and Community Education Partners administrators, students and interested representatives from the larger community. Meetings start with a review of "where we are" and look at hard truths regarding attendance, credits recovered and credits awarded; TAKS scores; dropouts and behavior. Parents and students have the chance to air concerns and present ideas for ways to improve overall school performance. Because of the fast turnaround, discussions specifically about the grant were also shared via phone conversations.</p> <p>For TTIPS proposal development, a meeting was held on May 12. Data guided many of the group's suggestions: that there needs to be more opportunities for multiple credit recovery; extended hours of instruction combined with better attendance so that credit recovery and course completion are realistic. Students were surveyed using Survey Monkey. They were asked:</p> <ul style="list-style-type: none"> • How they would improve the overall school? • How attendance could be increased? • How discipline referrals could be reduced? • What schedule changes if any they would like to see? • What extra-curricular activities they would like at school? • What configuration of added instruction they would support (Saturday school, extended year, etc.)? <p>Connect – Ed is a communication tool that is used to inform students (and their parents) on a call list to inform about assignments and deadlines.</p> <p>For the implementation phase of the TTIPS grant, a more formal planning team schedule will be utilized with a number of students assigned to the team in a rotation so that many have leadership experience over the course of the year.</p> <p>This planning team will review data periodically as well as the grant timeline and management plan to help the school stay focused on planned outcomes and defined strategies. The format of meetings will be rotating small groups that address specific issues with findings and recommendations shared widely. How to sustain the gains and successful activities from the TTIPS initiative will be an important part of the planning from the beginning and will be a factor in deciding which activities are realistic. Students will be important participants. When they experience a role in decision-making they are more likely to support the decisions.</p>		

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

Part 2: Project Management Cont.

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

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

The Houston Independent School District will transform identified schools by:

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

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

HISD Transformation Tenets for Secondary Schools:

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

Campus Policies that may be modified in order to implement TTIPS include:

1. Develop a comprehensive, detailed grant timeline and management plan with grant benchmarks to assist in accomplishing all activities in a timely way.
2. Get input from target group on activities that pertain to them (consult students about attendance incentives; teachers provide input on teacher evaluation methods and incentive criteria).
3. Maintain frequent and regular communication with participants (district, school and CEP administration, parents of targeted students, social service providers, teachers, students, community partners) through update meetings, e-mail and e-Newsletter summarizing on-going activities and progress, automatic call-list to parents, home visits when required for other reasons.
4. Adjust instructional calendar to better accommodate student needs and to facilitate rapid acquisition of credit.
5. Align curriculum within program to End of Course exams.
6. Utilize new tools for administrator and teacher evaluation, designed to be rigorous, transparent and equitable.
7. Provide incentives in exchange for desired behaviors (attendance, achievement, academic/professional growth, etc.).
8. Expand and enhance data management systems and include management of curriculum and instructional system.
9. Allow students to make some of the decisions in school operations.

Monitoring of the TTIPS transformation project at New Aspirations Charter School will occur on several levels. On the most basic level, students will be responsible for monitoring their progress through mechanism such as portfolios, journals, and electronic databases. Teachers, tutors, and mentors will periodically monitor student progress using student progress checklists, standardized progress reports, and pre- and post-tests.

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Texas Title I Priority Schools Grant

Schedule #4B--Program Description

Part 2: Project Management Cont.

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

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

Resources will be coordinated by the Houston ISD for all applicants.

Administrators will implement a structured supervision model that increases support for both the TAKS remedial program and the course completion model. The campus principal will compile the results of all assessments and on a quarterly basis, share these results with the SIO, district administration, SDMC, school faculty, parents, and students. The district will hire an external technical assistance provider that will work closely with the campus, administration, SDMC, school faculty, parents, and students.

In order to ensure that all students are progressing adequately and exceeding the standard, New Aspirations will have a comprehensive and systematic assessment and progress-monitoring plan in place that aligns resources of the federal, state, and local education agencies with the school improvement intervention by providing training for teachers, parents, and community/business partners to increase quality involvement on our school campus.

Currently New Aspirations has some federal resources that will be used to increase or expand the services available to students. New Aspirations will use Title 1 and School Improvement funds to ensure that the student – teacher ratio is appropriate to providing intensive and specialized assistance to the students. These funds will also be used to provide additional supplies and materials that the students will need to ensure their success.

New Aspirations has limited partnerships that it can leverage in order to provide support to the students and staff. The school will actively work to find additional funding to support the school's initiatives.

New Aspirations is fully committed and looking forward to the continuation of this TTIPS grant beyond the initial period of the grant. Therefore, it will actively work to meet the needs and objectives stated in the grant, as well as seek other sources to fully continue the program in subsequent years beyond the grant period.

District funding for professional development will be used to ensure that the teachers and staff at New Aspirations are well trained to assist the students at every academic level. The district Professional Development Department is available to train faculty and staff with additional training as needed at no cost to the school.

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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).		
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) in collaboration with a Community Education Partners designee. The two will make all grant decisions together. The district assigned SIO 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 The Transformation SIO will have the ability to lead others in the resolution of highly sensitive and confidential issues on behalf of the district. The Transformation SIO will act as a trusted advisor, and will become involved in the school's decision making process. 		

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

Part 2: Project Management Cont.

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

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

Houston ISD will have a designated office and manager to oversee the school improvement initiative throughout the district. New Aspirations will adhere to any requirements or policies put forth via this office and will provide data and other program information as required. 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.

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.

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.

The Transformation SIO:

- 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.

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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).		
Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>The deterioration or disappearance of research-based practices adopted during a reform period is often rapid and immediate after the reform period (or grant) ends (Redding 2006). This may be because no consideration is given to sustainability until the funding is nearly at an end. At New Aspirations Academy, school and grant leaders are planning for long-term sustainability even as the proposal is being developed.</p> <p>There are several factors that can make sustainability tough. First and frequently, the school leader who supported the change leaves and a new leader has his/her own ideas and no ownership in the previous initiative. Other considerations include changes in trained, informed personnel; reduction of financial resources, reductions in resources, and policy revisions that would threaten the structures put in place through TTIPS. All of these are reasons to build strong support for the plan at the district office level, the school level and in the community. Individuals and organizations will speak up for and support solutions that they understand.</p> <p>The key stakeholders not only endorse TTIPS but fully recognize how it will help transform their schools into highly functional 21st century alternative environment for high-risk students. As Julia Guajardo Barrow states, "We understand the need to provide specific targeted services to students who have failed in or been failed by the traditional school system and recognize the need for bold solutions to accelerate the learning for these students. At the same time, we plan to raise the bar on critical thinking, problem solving, communication, collaboration, creativity, and innovation so that more options are available to them."</p> <p>Supporters also recognize that the program's focus on data-driven decision making will allow teachers to sustain and even enhance the best practices already in place within their schools. Principal Emily Reeves acknowledges that "the TTIPS (program) expectations for standards-based classroom practices and regular use of a variety of data sources will make it possible for each student to receive quality instructional experiences and at the level he needs.</p> <p>Specific strategies for enabling sustainability include:</p> <ul style="list-style-type: none"> • Using technology to train later teachers. • Developing a way to identify which of the reforms are worth sustaining, by regularly monitoring grant activities and the movement toward desired outcomes. • Allocating staffing and budgetary needs in long-term (2-3 year) planning; reallocating resources as needed. • Changes that have resulted in obvious benefit may become district priorities, resulting in funding provided to continue them in all schools. Leadership training might be an example of such an expense/activity. • Changes that have been of campus benefit but that may not become district priorities (such as a Saturday project-based school) will become priorities for local campus funds and entitlement funds after the grant ends. • Implementing a trainer of trainers model and partnering with other schools so that new teachers and even a new administrator can have a mentor when coming into a school that is 2/3 of the way through the grant. 		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>New Aspirations anticipates working with external providers, particularly in the areas of professional development for teachers, teacher-leaders and administrators and fidelity to the curriculum and instruction. Some of this work may be in cooperation with services provided through the Houston Independent School District and its partners. However, the school necessarily has special needs based on its population and mission. These may require a broader sweep for expertise.</p> <p>To hire external partners to help with our "transformation effort," we will first design a structure that consistently and with transparency allows us to:</p> <ul style="list-style-type: none"> Define the work that we need assistance with and spell out the expectation for the consultant/provider. Describe any accountability (informal notes, follow-up reports, surveys of training, observations of training being implemented) that outside providers are expected to incorporate and provide. Identify potential providers and select the one(s) most suited to the task. Define the terms and expectations of the relationship and budget adequate funding for the duration of the partnership. Evaluate and monitor the providers, with a provision for making changes as needed. Define criteria for termination. <p>Recruitment of outside partners:</p> <p>We will actively seek experts in the areas that we have determined need an outside resource. Active recruitment relies some on research but largely on word-of-mouth and former success. Schools and staff from other places, who have dealt with similar issues as those of New Aspirations have a wealth of experience from which we can benefit. Houston ISD has an expansive array of past and present partnerships that may be recommended. The project team will articulate specific goals of the partnership with the external provider, including measurable expectations and selection criteria to meet these goals.</p> <p>Screening:</p> <p>As appropriate, New Aspirations will request work samples, sample agendas and feedback from other training the potential provider has presented. Full cost information will also be requested along with a description of all the work and any products to be included.</p> <p>Selection: Rigorous process to select a partner whose experience and qualifications match specified goals (e.g. written application, due diligence to confirm track record of success and financial stability, interview with provider's leadership team and if possible or appropriate, a site visit to schools receiving service from provider. Selection will be based on two factors: cost and nearness to what we requested. A contract will be negotiated outlining roles and responsibilities, timeline of provider and contractor (school).</p> <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>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Site visits to other schools can be a very successful professional development tool or an aid to decision-making. For school leaders, visits can provide an opportunity to shadow a highly effective school principal through all the decision-making of a school day as well as a chance to talk through common problems.</p> <p>For teachers, site visits provide insight into the strategies of successful teachers, including how other teachers deal with challenges of the classroom or how strong data-driven decision-making looks in practice. Ideas about effective classroom environment that support and encourage learning are also a benefit to any site visit.</p> <p>For a school planning to purchase a particular curriculum or other instructional product, a site visit can be a valuable shortcut to seeing the material in action rather than evaluating them theoretically.</p> <p>For representative of the TTIPS Planning Team, site visits to select schools can point out the benefits to particular instructional models. The project will send all staff on at least one site visit. Schools to visit will be determined by looking at what information staff (or a single member) most needs and then seeking a match. To locate "good" schools for other purposes, we have access to information and will collaborate with the Houston ISD. Staff members going on site visits will be given guidelines about what to look for during the visit and will be required to document their observations upon their return. A substitute will be provided during school day visits. Conclusions from visiting other school campuses would include the following for consideration:</p> <ol style="list-style-type: none"> 1. Which transformational strategy has to be embedded in school-wide plan that supports every student to become a high-performing learner? 2. What set of strategies that include students are clustered into academics? 3. How many working partnerships with the community and business partnership has the campus made to accomplish reform on behalf of students? 4. Review the teacher collaboration with focus on formative and ongoing assessments of student learning, use of joint planning time, and group reviews of student work. 5. Describe the use of curriculum and teaching practices on their campus. 6. Review, modify, and design and conduct an ongoing communication and engagement plan to students, parents, teachers, and community/business partnerships. 7. Which strategies are successful, unsuccessful, and partially successful? Why? How did the campus overcome barriers? 8. Describe classroom observations, walkthroughs, and expected student learning outcomes? If any, what type of modifications in teaching and learning are made? 9. Review of data-driven instruction and the campus step-by-step implementation of review of data and changes made. 10. Describe the success with underperforming students, especially those struggling in reading and mathematics. <p>Based on the review of campuses statewide and nationally, New Aspirations will choose a campus with similar demographics, including size that has high academic achievement and student success. New Aspirations is currently researching such campuses and will inform TEA, if necessary, of the campus and location that was chosen.</p>		

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

Part 2: Project Management Cont.

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

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.

NIA

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

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Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

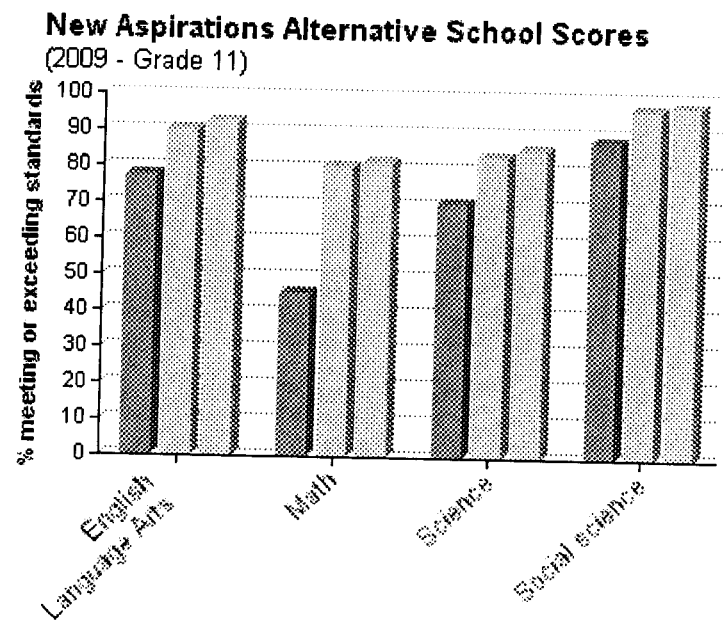
1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus.
2. The timeline delineating the steps the campus will take to implement the selected intervention.

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

Process for Selecting Model:

New Aspirations Academy is an external charter school created in 2007, overseen by Community Education Partners. The school is a drop out prevention and recovery program where students self select the alternative campus setting. The campus is currently following a strict and detailed plan for improvement and has replaced its principal and much of the staff in the last two years.

Because of the work in progress, little attention was given by stakeholders to the concept of closing or restarting the school. It is essentially re-started already. The transformation underway shows promise (see 2009 TAKS achievement results below) and at the May 12 meeting and through various conversations and e-mails the group agreed unanimously that it should be continued, strengthened and augmented with TTIPS funds.



However, transformation looks a little different in this type of alternative high school than it does on the traditional setting. Many of the students had dropped out or were on the verge of doing so when they enrolled in New Aspirations. Most are 2 years or more behind, may be living on their own and working and are looking for a fast way to make up a lot of academic distance.

Summary of the Selected Intervention: Transformation

Improve academic achievement: Strategies will include use of the APEX online curriculum; small groups; data driven instruction; incentives, projects and a delivery system designed to give more flexibility and which gives dual credit.

Achievement will be accelerated and enhanced through APEX, an online-course that has three versions: grade level, honors/accelerated, and one called "literacy advantage" for students reading below grade level. APEX accomplishes horizontal and vertical alignment, including the TEKS. APEX also has built-in monitoring capabilities coupled with training in using the program data to decisively plan each student's instructional path for maximum accelerated achievement gains.

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Texas Title I Priority Schools Grant
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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).

Alignment of instruction links the content of state standards and district curriculum frameworks (the intended curriculum) with what is taught in the classroom - enacted curriculum (Blank, et.al. 2001). Teachers must be involved in the alignment (Koppang, 2004; Langer, 2001). The TTIPS will fund curriculum development to integrate APEX courses to HISD courses and the end-of-course tests with the ultimate goal of improving the number of credits a student receives. Course integration will be based on where the students are, using the comprehensive data management system. The product of the integration will be aligned with state standards so that students have the possibility of getting credit for two courses at the same time.

Through TTIPS we will:

- Align teacher-enacted APEX curricula, state standards and local HISD curricula, including articulation across grade levels and content areas (Porter, Smithson, et.al., 2007);
- Provide resources (e.g. time, guidance, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards (Koppang, 2004); and
- Build capacity to monitor and maintain alignment between standards and classroom instruction, including the use of formative data (Blank, et.al. 2001).

Increase use of quality data to drive instruction: Data-based decision-making is more than looking at TAKS scores and seeing who has not passed. IES defines it as "...teachers, principals and administrators systematically collecting and analyzing various types of data, including demographic, administrative, process, perceptual, and achievement gap to guide a range of decisions to help improve the success of students and schools. A sophisticated data management system will collect and disaggregate data from a variety of sources (Achievement tests, Stanford 10, TAKS and program benchmarking, using released tests, classroom observations). The data management system in addition to tracking progress, will tell teachers the students' level and what courses they need. It monitors progress through the lessons, the mastery of skills and progress through required courses. Intensive training will be supported with hands-on practice until teachers achieve mastery in data usage.

What it will mean is:

- We can identify the students at risk for difficulties with certain subjects (like math or reading) and give them more intense instruction and remediation
- We will be able to implement easy-to-use progress monitoring measures to track the progress of students receiving intervention services toward critical academic outcomes; and,
- Formative assessment will evaluate learning and determine the minor adjustments that can be made to enhance student understanding.

The key to success in data usage and understanding is the teacher's understanding of how to manage data. Connect-Ed provides teachers a venue for sharing data with students and their parents. The data management system also allows for interaction of parents, teachers, and /or students with the data.

Increase Leadership Effectiveness: Leadership will not reside with one person. The team approach that was used in determining how to "transform" and improve the school will be maintained in managing it (Marzano, 2003). The leadership team includes the principal, AP, counselor, CEP liaison, grade level team leaders and 2 students and 2 parents. To help the leadership team be effective, several practices will be non-negotiable: Members will attend all staff development that is required of teachers, especially that dealing with data usage and disaggregation. The principal, AP and counselor will attend top level training specifically designed for school leadership of challenging campuses; all team members will visit other sites to see "best practices" in action; the principal, AP and counselor will have an opportunity to "shadow" one or more colleagues in other schools to learn new ways of looking at their own situations.

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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).		
<p>Leaders will encourage and support organizational flexibility, seeking out ways to increase instructional time, and supporting individualized learning (at school and away via the internet), small group instruction with a teacher, individualized support from a teacher and project-based learning that ties many skills together for an integrated whole.</p>		
<p>Increase Learning Time: Aligning the APEX curriculum to state standards, HISD courses and End of Course exams, means that students can access instruction from anywhere they have internet access. The year is being extended through the addition of project-based summer school and a Saturday school dedicated only to TAKS remediation. Project based summer school is not mandatory for all students, but is open to all students. However, individual student academic planning evaluates student progress with expectations and commitment to extension of learning time through summer enrichment programs may be a condition for renewal of student transfer for the following school year. Summer school for targeted students was implemented for Summer of 2010. The regular instructional day will be divided into two separate four hour segments, with students able to adjust their school and work schedules. Summer enrichment programs will be provided for advanced students.</p>		
<p>Increase Parent/Community Involvement: Utilizing the internet, parents will have access to school activities, assignments and deadlines. With the Data Management System, all progress monitoring information can be sent to parents via e-mail. Connect-Ed will allow them to see the same messages the students receive. Family meetings will continue and Technology Training nights will be added for parents and their children to do together.</p>		
<p>Improve School Climate: Teachers are being offered an incentive for perfect or near perfect attendance. To solve a problem and build leadership and responsibility at the same time, a committee of students is being given the task of making recommendations regarding improved student attendance (what incentives could be offered?) and decreased discipline referrals. Students are also asked to make suggestions about any extra curricular activities.</p>		
<p>Increase Career and Social Service: Additional supports have been requested by students and parents respectively and will be expanded over the limited service currently available. A school-wide positive behavioral system (based on mutual respect, high expectations, and fair and consistent discipline) will be implemented - one that utilizes effective universal classroom management practices for all students and then determines which students need additional support and more individualized interventions.</p>		
<p>Increase Teacher Quality: A team of educators to include administrators, teachers, and consultants will design a draft appraisal instrument that is rigorous, transparent and equitable. This tool will address teacher skill, professional growth and student achievement. It will guide in part the payment of a teacher incentive. Job-embedded professional development will be determined by analyzing teacher appraisals and classroom observations and will be provided through experts doing demonstration teaching in the classroom, training and classroom support in management strategies, intensive training in subject-specific pedagogy, and leadership.</p>		
<p>Increase Instructional Technology: Utilizing interactive wireless technology, teachers will have at their disposal technology that includes students in a completely engaged environment with interactive personal boards and a wireless whiteboard. This technology promotes centers and differentiated instruction at the secondary level. Teachers will have more than one center as well as a teaching station. The importance of the technology does not focus on the electronic equipment but on the cognitive changes that will be required of teachers and the changes that will occur in the classroom.</p>		

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Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p style="text-align: center;">TIMELINE</p> <p>Summer 2010: Notify staff and families of intent to apply for TTIPS; needs assessment with input from all stakeholders; identify potential teacher mentors/coaches; develop preliminary professional development plan for Year 1.</p> <p>Fall 2010:</p> <ul style="list-style-type: none"> • Write detailed management plan for the first semester of the grant (include dates and person responsible) • Begin integration/alignment of ISD scope and sequence, TEKS, and End of Course exams to the APEX curriculum and what teachers are teaching and implement sections as completed • Develop Year 1 professional development plan for teachers and administrators • Begin training in positive behavior system (40 Developmental Assets) • Establish student committees for attendance club and discipline • Identify and begin teacher team to develop appraisal system • Use of data coaching for school leadership • Establish a school leadership team that meets regularly with agenda and minutes • Recruit volunteers for an improved parent involvement plan • Implement flexible scheduling options • Begin training in data usage with real student data • Begin support services (counselor, psychiatric interviews, family support, career coach) • Purchase six sets of interactive wireless units for instructors to be used in face-to-face instruction and tutorials • Train teachers using the interactive wireless units <p>Spring 2011:</p> <ul style="list-style-type: none"> • Write detailed management plan for spring semester of the grant (include dates and person responsible) • Analyze mid-year assessment using actual data and making actual decisions • Begin classroom observations and record • Begin utilizing Skype for teacher/student /parent communication outside of classroom hours • Begin whiteboard training (with use of student response systems) and purchase hardware • Principals and teachers begin site visits • Classroom-based professional development demonstrating whole and small group instruction • Pilot credit recovery lab • Offer summer school/extended year • Train principals in the use of observing and assessing the teacher's use of the interactive wireless unit 		

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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).		
<p>Summer 2011:</p> <ul style="list-style-type: none"> Teachers and principals attend summer training Assess 2010-11 activities in all areas and determine modifications Analyze end of year student data and change instruction for summer/next year accordingly Assess accomplishment of grant activities/use of funds for first 9 months and make adjustments as needed Revise all plans as needed for 2011-12 school year; set calendar for the year Meet with stakeholders to review progress, plans <p>Fall 2011:</p> <ul style="list-style-type: none"> Implement revised and updated professional development plan Implement revised and updated behavior management, attendance plans Review beginning-of-year assessment data and make instructional decisions; assist teachers still struggling Analyze progress toward grant goals Develop specific plans for behavior interventions needed above the PBS training provided with 40 Developmental Assets Continue with the alignment of ISD scope and sequence, TEKS, and e-o-c exams to the APEX and what teachers are teaching. Implement sections as completed Implement teacher appraisal system designed in year 1 <p>Spring 2012:</p> <ul style="list-style-type: none"> Write detailed management plan for spring semester of the grant (include dates and person responsible) Analyze mid-year assessment using actual data and making actual decisions Continue classroom observations and record Continue utilizing Skype for teacher/student /parent communication outside of classroom hours Principals, teachers continue site visits Classroom-based professional development demonstrating whole and small group instruction Continue credit recovery lab Offer summer school/extended year again <p>Summer 2012:</p> <ul style="list-style-type: none"> Teachers and principals attend summer training Assess 2010-11 activities in all areas and determine modifications Analyze end of year student data and change instruction for summer/next year accordingly Assess accomplishment of grant activities/use of funds for first 9 months and make adjustments as needed Revise all plans as needed for 2011-12 school year; set calendar for the year Meet with stakeholders to review progress, plans <p>Fall 2012: Review and report all program activities and school snapshot summary</p> <p>Spring 2013: Collect 3 year data and begin developing reports; continue all implementation activities</p> <p>Summer 2013: Create sustainability plan; prepare final reports; interview random participants all groups</p> <p>We will continue the process and repeat as needed for all years of the grant.</p>		

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	District administrators		
2	Community Education Partners		
3	Teachers		
4	Parents		
5	Students		
6	School administrators		
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> <ol style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ol style="list-style-type: none"> A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ol style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ol style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ol style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ol style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ol style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ol style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies 		

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A	Improve Student Achievement in Reading/ELA	Reading improvement is central to increasing high school credit and graduation rates.	Walberg, <i>Handbook on Restructuring...</i> , 2007.	08/01/10	06/30/13
1-A	Improve Student Achievement in Mathematics	Low math achievement, often a result of poor reading, is a leading cause of high school failure.	Walberg, <i>Handbook on Restructuring...</i> , 2007.	08/01/10	06/30/13
1-A	Incorporate project-based learning using whiteboards, APEX and student interactive remotes	Some studies show better performance in technology-based classrooms	Marzano and Haystead, 2009.	08/01/10	06/30/13
1-B	Align scope and sequence of District curriculum, EOC exam objectives and Apex online curriculum for effective delivery of instruction to increase student achievement.	Students' coursework will be fully aligned to student expectations, offering multiple instructional opportunities across curriculum content areas to master state standards.	Bhola, et.al. <i>Aligning tests with states' content standards</i> . 2003	08/01/10	01/01/11
1-C	Build capacity to monitor and maintain alignment between standards and classroom instruction, through the use of formative data derived from student benchmark assessments and classroom observations.	Alignment of instruction links the content of state standards and district curriculum frameworks (the intended curriculum) with what is taught in the classroom - enacted curriculum and teachers must be involved in the alignment	(Blank, et.al. 2001). (Koppang, 2004; Langer, 2001).	08/01/10	06/30/13
Add additional pages as needed.					

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2-A	Implement a Data Management System DMS (Cambridge) to assemble, disaggregate and analyze all student achievement data (TAKS, benchmark assessments, end-of-course tests), also linked to attendance, discipline referrals and course grades	A strong and comprehensive data system is one indicator that should guide the development of a support system to inform instruction.	Center on Innovation and Improvement. <i>Evaluating Statewide System of Support</i> . 2009	08/01/10	06/30/13
2-A	Provide comprehensive professional development program on data driven decision-making –whole group using real data; embedded classroom support applying to individuals and modify as needed. Teachers will learn to communicate about data	With an understanding of how to use data, teachers can differentiate instruction to meet each student's needs – accelerating learning.	Warschauer, et.al. <i>Promoting Academic Literacy</i> , 2004	08/01/10	06/30/13
2-B	Produce data reports and translate to inform pathways of learning to guide campus RTI process through DMS	Essential elements of RTI are screening, progress monitoring, fidelity and implementation. Instructional practice data can be used to design PD.	Hall and Hord. <i>Implementing Change</i> . 2001. IES. <i>Using Student Achievement Data</i> . 2009. Hamilton, et.al. <i>Using Student Achievement Data</i> . 2009.	01/01/11	06/30/13
2-C	School improvement team will examine school practices guided by standards and indicators of effectiveness. Advisory teachers, students and parents have a significant role in the ongoing communication of student progress through data.	Stakeholders must analyze a wide variety of data to make decisions that improve schools and student success. A centralized data collection system allows analysis of outcomes at multiple levels and identifies students in need of additional or different forms of instruction.	Fuchs and Fuchs. <i>What is Research on Scientifically-Based Progress Monitoring?</i> 2000	01/01/11	06/30/13

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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3-A	Administrators will attend Leadership training, data use workshops (with staff) and visit other schools for shadowing successful principals.	As with teachers, PD for Administrators should be on-going, job-embedded and differentiated. With on-going support, principals see how to promote collaboration and shared leadership among their staff members.	Goldring, et.al. <i>Effects of PD for School Leadership</i> . 2007. Hargreaves and Fink. <i>Sustainable Leadership</i> . 2006	08/01/10	06/30/13
3-A	Coaching model for principals will embed professional development at the school implementation level.	Coaching can become that significant and empowering tool available to a school administrator who faces the challenge of increasing student achievement and assuring adequate yearly progress	Burton. <i>Leadership Coaching Changes Schools. In Principals' Partnership</i> . Online. No date.	08/01/10	06/30/13
3-A	Develop and implement refined appraisals instruments for administrators	Meaningful formative and summative evaluation of employee performance requires clearly defined expectations and support to address performance deficiencies.	Texas Professional Development and Appraisal System	08/01/10	06/30/13
3-B,C	Establish ongoing leadership team meetings designed to offer operational flexibility to utilize data and align resources to support campus improvement plan. Use agendas and minutes to keep the team focused and record the work; provide PD on effective teaming	A team approach to planning and decision-making allows for distributive leadership. Research from successful change efforts (New American Schools, Edison) report the importance of giving educators the flexibility to implement significant operational changes.	Marzano. <i>What works in Schools</i> . 2003. Berends, et.al. <i>Facing the Challenges</i> . 2002. Gill, et.al. <i>Inspiration, Perspiration...</i> 2005.	08/01/10	03/30/13

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4-A	Provide flexible scheduling through tutorials overlapping between AM and PM sessions	Tutoring aligned to student need & class content gets best results	Elbaum, et.al. <i>How Effective are 1-to-1 tutoring programs</i> ; 2000.	08/01/10	03/30/13
4-A	Increase out-of-school time by making online curriculum available for use outside of the school	<p>Online resources give student access to scaffolding and practice materials...result in individualization.</p> <p>Out-of School Time strategies can have positive effects on the achievement of low-achieving or at-risk students in reading and mathematics.</p>	<p>Zhao, Englert, Joines, Chen, and Ferdig. "The development of a Web-based literacy learning environment." (2000)</p> <p>U.S. Department of Education. <i>When schools stay open late</i>. 2003</p>	08/01/10	03/30/13
4-B	Develop academic instructional calendar to include Saturday skills classes, extended hours and summer school / extended year options	<p>With a plan and a calendar, schools increasingly see improvement as a permanent part of their practice. .</p> <p>To re-engage at-risk students, researchers recommend schools offer extra supports.</p>	<p>Annenburg Institute. <i>Tools for School Improvement Planning</i>. ND. On web</p> <p>Dynarski, et.al. <i>Dropout Prevention: A Practice Guide</i>. 2008.</p>	08/01/10	06/30/13
4-C	Implement regularly scheduled meetings specifically tailored to staff collaboration for student learning through sharing of data to influence planning	A centralized data collection system allows analysis of outcomes at multiple levels.	Hamilton, et.al. <i>Using Student Achievement Data</i> . 2009.	03/30/11	03/30/11
4-A	Provide flexible scheduling through tutorials overlapping between AM and PM sessions	Tutoring aligned to student need & class content gets best results	Elbaum, et.al. <i>How Effective are 1-to-1 tutoring programs</i> ; 2000.	08/01/10	03/30/13
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Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5-A	Design parent involvement plan with parent input	Communication is the most important thing. Parents are stepping into unknown territory when they are dealing with a new charter school. It is hard to have information readily available for them. The school must initiate the effort to get parents involved	Charter Friends National network. <i>Charter Schools: Creating and Sustaining Family Friendly Schools</i> . 2000	08/01/10	03/30/13
5-A	Family community meetings held 3 times a year (Sept, Jan. and May)			08/01/10	03/30/13
5-B	Share student success with parents, community through multiple uses of technology such as: regularly updated website, e-mail, phone systems, data management system, Blackboard to maximize parent access to student and campus information	There should be at least 3 positive contacts with families over the year. Technology offers the parent the means to actively participate in the child's education without being visible in the school thus fostering adolescent independence in a supportive environment	U.S. Department of Education's <i>Reaching All Families</i> guidebook. 1996. Rogers and Wright. <i>Assessing Technology's Role in Communication between Parents and Schools</i> . ND	08/01/10	03/30/13
5-C	Open the school for a parent (parent/student) technology class if there is interest	Classes for parents can be a way to increase their comfort level in school	Charter Friends National network. <i>Charter Schools: Creating and Sustaining Family Friendly Schools</i> . 2000	03/30/10 11 crs	03/30/13
5-C	Family support specialists make connections with other needed services	If schools don't collaborate with social service agencies, they will end up with responsibility for problems beyond their educational scope. Schools should establish a collaborative process with social service agencies.	Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.	08/01/10	03/30/13

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Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6-A, B	Develop annual school climate plan and timeline to include implementation of student / parent orientation to program	Responsive school climate tends to foster great attachment to school as well as providing the optional foundation for social, emotional and academic learning	Osterman. <i>Students' need for belonging in the school community.</i> 2000 Student Survey Responses	08/01/10	03/30/13
6-A	Create Attendance Club with student input on incentives	All participants should take an active role in the control process of the systems of which they are a part	Treslan. <i>Involving Students in Decision-Making.</i> 1983	08/01/10	03/30/13
6-B	Provide 40 Developmental Assets training through HISD; solicit student input into discipline plan	Much of human behavior is learned; comes under the control of environmental factors; and can be changed. As problem behaviors become more understandable, so does one's ability to teach more socially appropriate and functional behavior.	McCue. <i>The importance of providing positive behavior support at school and at home.</i> ND. online	08/01/10	03/30/13
6-A, B	Increase Family Support Services through utilization of expanded social service partnerships and on-site services	If schools don't collaborate with social service agencies, they will end up with responsibility for problems beyond their educational scope. Schools should establish a collaborative process with social service agencies.	Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.	08/01/10	03/30/13
6-C	Conduct student case study through interviews for select students to identify extra/co-curricular activities that will improve school climate	All participants should take an active role in the control process of the systems of which they are a part	Treslan. <i>Involving Students in Decision-Making.</i> 1983 Student Surveys	08/01/10	06/30/13
6-C	Increase availability for student involvement in extra-curricular activities	Student requests for extra-curricular activities indicate a desire to create positive campus culture	Student Surveys	03/30/10	03/30/13

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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7-B	Develop annual PD plan Teacher leadership will be encouraged by urging different teachers to take the lead in various aspects of campus planning and decision making	Planning impacts outcomes A team approach to planning and decision-making allows for distributive leadership.	Annenburg Institute. <i>Tools for School Improvement Planning</i> . ND. On web Marzano. <i>What works in Schools</i> . 2003.	08/01/10	03/30/13
7-A, C	Educator team will develop local appraisal system and recommendations for teachers' incentive pay	When evaluation. Is linked to pay, it's very important that it is accurate, fair, linked to growth and transparent Performance based incentives lead to teacher retention.	National Center for Teacher Quality. <i>Improving Staff Evaluation Systems</i> . 2009. Springer, et.al. <i>Texas Educator Excellence Grant</i> . 2009	03/30/11	06/30/11
7-B	PD is provided in integrated use of strategies to increase student engagement in the classroom. Specifically included: Interactive Whiteboards, Modeling of whole and small group instruction for TAKS tutorials, and positive behavioral systems.	Interactive whiteboards are effective when teachers have high confidence in their ability to use them Teachers learn best when they see a strategy modeled and can practice with support As problem behaviors become more understandable, so does one's ability to teach more socially appropriate and functional behavior	Somekh. <i>Transforming students' learning: how digital technologies could be used to change the social practices of schools</i> (2009) Learning First Alliance. <i>Every Child Reading: A Professional Development Guide</i> . 2000. McCue. <i>The importance of providing positive behavior support at school and at home</i> . ND. online	03/30/11	03/30/13
7-C	Increase availability of substitute teachers to allow coverage to enable teachers to observe instructional best practices in successful classrooms as well as conference and work with classroom-embedded coaching, mentoring model.	Observing others enhances what teachers learn from reading and in workshops. Coaches assist with behavior, content, instruction and assessment	Learning First Alliance. <i>Every Child Reading: A Professional Development Guide</i> . 2000. Knight. <i>Instructional Coaching in The School Administrator</i> . April 2006.	08/01/10	03/30/13

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Add additional pages as needed.					

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

Part 4: Waiver Requests

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

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

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

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

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

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

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.

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.

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:

- 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.

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.

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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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by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>The overall responsibility for implementing the project's qualitative and quantitative data collection methods, at the campus level, is the responsibility of the Project Administrator (PA). The PA will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation of the qualitative and quantitative data collection methods.</p> <p>Under the guidance of the Houston ISD Research and Accountability Department, all data, via established, standardized protocols at the participating campus, will be collected, analyzed, and reported by comparing baseline data to demonstrated quantitative and qualitative performance and processes within the school for each year of the grant period. A timeline of key evaluation dates will be established. Prior to project implementation, the PA, principal, key partners, and the Houston ISD Research and Accountability Department, will meet to establish and implement the evaluation design to ensure the smooth collection, analysis, and reporting of all quantitative and qualitative findings.</p> <p>The quantitative and qualitative data that will be collected, as part of the evaluation plan, includes data from student performance indicators (e.g., overall student academic achievement; state assessment tests; percentage of students performing at/above grade level; promotion rates) implementation indicators (e.g., how well the project is implemented in meeting objectives on time and within budget), including staff development, parent involvement and training, and program context indicators. The evaluation plan will aggregate and disaggregate measures of student academic achievement, by student populations. Data will be collected for multiple sub-populations of students.</p> <p>Data collection methods will include project records, student records, test results, and survey results – including but not limited to: Student and faculty climate surveys conducted annually; student achievement and test scores reported and evaluated by grading period, semester, and annually; numbers of parents, community members, students and faculty participating in project activities reported annually; and student surveys and evaluation of work-based learning experiences reported by semester.</p> <p>Data collection methods are designed to elicit feedback and performance assessment from all stakeholders, and address all strategies and activities related to the project. Depending on the scale level of the data collected, qualitative and/or quantitative analytical procedures may be used to process and present the product evaluation findings.</p>		

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Texas Title I Priority Schools Grant Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The process to be implemented by which New Aspirations Academy will continuously develop the campus' performance goals includes input from the campus leadership team, campus teacher leaders, groups of student and parent stakeholders, district-level administrators, and other community members. The premise behind Site-Based Decision Making (SBDM) is that the most effective decisions in improving student performance and enhancing accountability are made by those individuals who will actually implement the decisions. In the case of preparing these campus performance goals, campus level staff have a greater ability to identify problems, collaborate for solutions, and create positive results because they are the individuals with first hand knowledge of campus needs. Once the entire staff has been involved in studying the data, prioritizing, and determining the areas that need to be addressed, the Site-Based Decision Making Committee (SDMC) begins its work of putting a plan together to address the identified needs. The plan will then go back to the staff as a whole for agreement and implementation.</p> <p>The campus principal will initiate the process by soliciting input from parents by way of a focus group that asks questions concentrating on:</p> <ul style="list-style-type: none"> ▪ What information and data can and should teachers provide parents, and how can this information best be presented? ▪ Can teachers and school staff co-create with families' mechanisms and processes to communicate and collaborate to improve student achievement? ▪ What resources should the school have beyond learning in the classroom to support student success (e.g., out-of-school time opportunities in community)? <p>By garnering the attention of parents on how parents feel they can best be served by the campus with regards to their child's progress will assist the campus with increased parent engagement and effect achievement in the process. Parents will also be presented with baseline data, what it means to the campus accountability rating, and what it means more personally, to their child and their child's academic progress. The results and findings of the focus group will be compiled and presented by the principal to the leadership team.</p> <p>The campus principal will conduct a similar focus group for students ensuring that student voices are included in the campus transformation process. The questions leading the discussion in the student focus groups are:</p> <ul style="list-style-type: none"> ▪ What's going well in our school? ▪ If you could change one thing in our school, what would it be? ▪ What improvement should be made in our community or world and how can you help? ▪ What do you feel could help you learn at New Aspirations Academy? ▪ Do you feel safe within the current school climate? <p>Data will then be generated and issues/concerns will be prioritized. Research shows that If we really want students to own their own learning, then we need to give them opportunities and the responsibility to be involved in decisions that affect them (National Association of Secondary School Principals, 2008; National Association of Student Councils, 2008).</p> <p>Next, the leadership team will be apprised of the feedback from parents and students by the principal. Discussions will be held among this team regarding the newly compiled qualitative data from the students and parents. Each member of the leadership team will then meet with teacher leaders with staff for data driven decision making to take place. Teachers and staff will have to utilize the qualitative data in conjunction with the qualitative data (current student achievement data) to assess the status of the campus needs.</p>		

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	Texas Title I Priority Schools Grant Schedule # 4C—Performance Assessment and Evaluation	

Part 2: Process for Development of Performance Goals

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

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

Administrators, teachers and staff 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:

Faculty topic of review	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>

Once administrators, teachers and staff have reviewed and discussed the data, prioritized recommendations should be drafted and forwarded to the campus principal and SDMC for further review and discussion.

The SDMC and campus administration will be charged with critically looking at the:

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.

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.

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.

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS	64%	71%	80%	89%
2	Improve Student Achievement in Mathematics	TAKS	35%	43%	53%	63%
3	Improve Student Achievement in Science	TAKS	37%	50%	70%	88%
4	Improve Student Achievement Progress as Alternative Campus	TAKS Alternative Educational Accountability Indicator	75%	80%	84%	89%
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the use of Quality Data Driven Instruction	Lesson Plans / Walkthroughs	55%	80%	90%	100%
2	Increase data disaggregation knowledge base of faculty	Training Evaluation Tool	DNA	80%	90%	100%
3	Increase the use of student performance discussions	PD Agendas, minutes, sign-in sheets	45%	80%	90%	100%
4	Use disaggregated historical student achievement data to place students in instructional program	Student Enrollment Records	DNA	90%	90%	100%
5						

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase administrative knowledge base regarding data disaggregation	Training Evaluation ; PD Portfolio Rubric	DNA	90%	90%	100%
2	Increase use of distributive leadership and operational flexibility to maximize student achievement.	TAKS	24% Met Standard	50%	70%	90%
3	Increase quality of instructional supervision and delivery	Admin. Appraisal Instruments	DNA	100% Proficient	50% Exceeds	90% Exceeds
4	Increase the timely use of benchmarking assessment	Data Management System	50%	70%	80%	90%
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase learning time during and after regular school session hours	School Master Schedule Apex Learning Access	10 hr/week	12 hr/week	20 hr/week	20 hr/week
2	Increase student engagement in course work	Course Completion Data Goal	10%	20%	40%	60%
3	Increase staff collaboration and planning for student learning	Team Planning Sign-ins / Instructional Calendar	40%	80%	100%	100%
4	Increase performance on formative assessments	Benchmark Data / Scope & Sequence document	30%	50%	80%	100%
5						

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Texas Title I Priority Schools Grant						
Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Parent/Stakeholder Involvement – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of newsletter distributions during school year	Parent Involvement Plan / mailing list	0	4	10	20
2	Increase attendance at three Family /Community meetings during the year	Sign in Sheets	50	100	200	400
3	Increase parent access to/ awareness of student and campus information	Technology Access / Phone Contacts	4,000	6,000	8,000	10,000
4	Increase parents / community members who access classes at campus	Sign in Sheets	0	30	60	90
5	Increase collaborative working agreements with social service providers	Provider Agreements	4	8	10	12
Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase student attendance	Average Daily Attendance	60%	85%	90%	95%
2	Increase staff awareness of 40 Developmental Assets support framework and practices	Training Records	0	80%	90%	100%
3	Increase Family Support Services to increase positive school climate through utilizing expanded on-site social services	Provider Agreements	4	8	10	12
4	Conduct student case studies to identify ways to improve school climate and increase extra-curricular / co-curricular activities	Case Study Report Student Sign-in sheets	0	20	50	50
5						

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Texas Title I Priority Schools Grant Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase hours of professional development spent on data and instructional practices provided for teachers	Teacher Report	25	50	100	100
2	Teachers will complete classroom observations on and off campus	Teacher Observation Report	DNA	4	8	6
3	Increase student achievement across campus for all tests	TAKS All Tests	24%	55%	70%	80%
4						
5						
Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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Texas Title I Priority Schools Grant Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input checked="" type="checkbox"/> <i>all</i>	<input checked="" type="checkbox"/> <i>all</i>	<input checked="" type="checkbox"/> <i>all</i>
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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**TEXAS EDUCATION AGENCY
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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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C08	Provide community service programs/activities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (Specify) Provide Advisor Program.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

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

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

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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (Specify) Provide Advisor Program.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input checked="" type="checkbox"/>	<input checked="" 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	\$ 1,735,628	\$ 66,300	\$ 1,801,928
Professional and Contracted Services	5C 6200	704,000		704,000
Supplies and Materials	5D 6300	212,910	5,437	218,347
Other Operating Costs	5E 6400	240,000		240,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/ 15XX	226,447		226,447
Total Direct Costs		\$3,118,985	71,737	\$3,190,722
2.535 % Indirect Costs			73,784	73,784
Grand Total				
Total Budgeted Costs:		\$ 3,118,985	\$145,521	\$3,264,506
Payroll Costs				
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				3,047,472*
Multiply by (5% limit)				X 5%
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 152,373

*Less Capital Outlay

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<p>Texas Title I Priority Schools Grant</p>		
<p>Schedule #5—Program Budget Summary</p>		
<p>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</p>		
<p>Year 1: SY 2010-2011 \$1,313,836</p> <p>Year 2: SY 2011-2012 \$975,335</p> <p>Year 3: SY 2012-2013 \$ 975,335*</p> <p>* 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.</p>		
<p>Provide any necessary explanation or clarification of budgeted costs</p>		
<p>Budgeted costs were allocated to successfully carry out the strategies within this application as follows:</p> <ul style="list-style-type: none"> ▪ Extra Duty Pay – funds allocated to carry out incentive portion of teacher/staff appraisal to be developed; tuition and certification reimbursement for meeting requirements to teach multi credit courses; investment to prepare teachers for long term service to students and program ▪ Professional and Consulting Services – funds allocated so as to completely develop the curriculum and instructional delivery project described within without having to add on full time staff; the curriculum and instructional delivery project will be turn key and sustainable after the three year grant period; costs include planning, preparation, all handouts, travel, and follow up one on one coaching with administrators and teachers; funds for additional consultant services are allocated to provide intense wrap around support for students during the project and transformation process <ul style="list-style-type: none"> - Curriculum Design – preparation of curriculum documents to support TAKS and End of Course testing - Use of Data – preparation of benchmark tests to support implementation of TAKS and End of Course testing - Coursework Design – preparation of coursework to be delivered via integrated technologies to increase student engagement, completion rate of coursework, and parental involvement in coursework - Student and Family Support – home visits to prepare students for TAKS and End of Course testing as well as to address truancy and attendance issues - Intervention – core content tutors to increase differentiated instruction in individual and small group settings during extended periods of time (evenings, weekends, extended year) ▪ Counseling – crisis management support and analysis of student issues toward identifying strategies and resources needed to successfully address the unique needs of our student population ▪ Supplies and Materials – funds allocated for graphing calculators to equalize availability of technology to students and laptop computers to facilitate immediate use of data. ▪ Expense Items – funds allocated for teacher and administrator travel for visiting of best practices schools and participation in educational conferences geared toward meeting the curricular, instructional, and social needs of at risk students ▪ Capital Outlay – funds allocated for wireless and other interactive technology to be integrated into instructional delivery to authentically engage students in courses and learning; funds also allocated for implementation of a sophisticated data management system that will be used for tracking student progress; developing real time itemized reports on benchmark performance, and for training administrators and teachers on data driven decision making and planning 		

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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					
Program Management and Administration						
4	*Project Director	Stipend for Additional Campus Grant Administration		1		18,000
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	Dropout Prevention (3 years)	1			135,000
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: *Data Specialist (3 years) \$16,100 of salary is administrative			2		330,000
23	Title: *Math Specialist (2 years) \$16,100 of salary is administrative			2		220,00
24	Title: *Reading Specialist (2 years) \$16,100 of salary is administrative			2		220,000
25	Title: Math Teacher Tutors			2		50,400
	Reading Teacher Tutors			2		50,400
	Science Teacher Tutors			2		50,400
	College Student Tutors			2		10,000
26	Subtotal Employee Costs				\$	1,084,200
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$
28	6119	Professional Staff Extra-Duty Pay				240,560
29	6121	Support Staff Extra-Duty Pay				111,600
30	6140	Employee Benefits				335,568
31		Principal Incentive				30,000
32	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 717,728
33	Grand Total Payroll Budget (line 26 + line 31)				\$	\$1,801,928

* \$16,100 x 3 = \$48,300 + \$18,000 = \$66,300 for administrative costs

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by telephone/e-mail/FAX on _____ by _____ of TEA.					
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
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$

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Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000				
1. Description of Professional or Consulting Service (Topic/Purpose/Service): Preparation of benchmark tests to support implementation of End of Course tests. This activity will include the services of Assessment Manager				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 110,000	\$	\$ 110,000
Title: Assessment Manager				
Subgrants, Subcontracts, Subcontracted Services		90,000		90,000
Supplies and Materials (Training Materials and Resources)		15,000		15,000
Other Operating Costs (Substitute Cost for One on One Staff Coaching)		15,000		15,000
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 230,000	\$	\$ 230,000
2. Description of Professional or Consulting Service (Topic/Purpose/Service): Design coursework to be delivered as supplemental enhancement to existing core curriculum to increase completion rate of coursework and increase parent access and understanding of student progress. In addition, core content specialists for Math, English Language Arts and Science will provide intensive embedded professional development in classrooms to develop capacity of teachers to individualize student learning in an engaging manner to address needs of target at-risk student population.. NOTE: Because these positions / services have been moved to Payroll for in-house supplement, Capital Outlay has been reallocated to support same function.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	0	\$ 0	\$	\$ 0
Title: Curriculum Development Manager and 3 Curriculum Content Specialists				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 0	\$	\$ 0
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		\$ 0
Title: Drop Out Prevention/Recovery Specialist NOTE: Position Moved to Payroll				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials (Testing and Program Information for Students/Parents; Social Service Provider Information;) NOTE: Moved to Schedule #5D - 6300				
Other Operating Costs (Mileage Reimbursement; Bus Tokens for Students In Need of Transportation) NOTE: Moved to Schedule #5D - 6300				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 0		\$ 0

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by telephone/e-mail/FAX on <u>9/17/10</u> by <i>C Stewart-Sevier</i> of TEA.				
Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Preparation of benchmark tests to support implementation of End of Course tests.				
5. Description of Professional or Consulting Service (Topic/Purpose/Service): Tutors for Core Content Areas. NOTE: Moved Tutors to Payroll and Supplies and Materials / Other Operating Costs to Schedule #5D - 6300				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	6			
Title: Core Content Tutors - 6 Tutors - SW / Math, ELA, Science; SE / Math, ELA, Science College students as tutors at \$20/hr for additional 500 hours = \$10,000		\$ 0		\$
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials (Classroom Libraries, Student Resources and Manipulatives)				
Other Operating Costs (Student Incentives for Attendance and Growth)				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$		
6. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional counseling through external service provider for each of two campus sites				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	2	\$ 144,000		\$ 144,000
Title: Counselor				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials (Student and Family Resources)		15,000		15,000
Other Operating Costs (Bus Tokens, Meals, Student Incentives)		15,000		15,000
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 174,000		\$ 174,000

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Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
Description of Professional or Consulting Service (Topic/Purpose/Service): Preparation of benchmark tests to support implementation of End of Course tests. 5. Description of Professional or Consulting Service (Topic/Purpose/Service): Preparation of curriculum documents to support End of Course testing.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 30,000	\$	\$ 30,000
Title: Curriculum Designer and Manager				
Subgrants, Subcontracts, Subcontracted Services (Curriculum Development)		90,000		90,000
Supplies and Materials (Training Materials and Teacher Resources)		15,000		15,000
Other Operating Costs (Substitute Costs for Teacher Training and One on One Coaching)		30,000		30,000
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 165,000	\$	\$ 165,000
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
Description of Professional or Consulting Service (Topic/Purpose/Service): Preparation of benchmark tests to support implementation of End of Course tests.				
Coaching/Coaching Model for Principals/coaching by a professional coach Discipline Reduction/Assist Classroom Teachers with Behavior Interventions/Behavior Intervention for Teachers; Culture and Climate/Improve Climate in the Building/Establishing Culture and Climate; Technology/Train teachers to use and implement wireless interactive systems for instruction and centers/Wireless interactive training for teachers; Online coursework/Develop courses for online/Blackboard course development; Curriculum/Develop scope and sequence documents/Teacher developed scope and sequence documents	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 105,000	\$	\$ 105,000
Title: Curriculum Designer and Manager				
Subgrants, Subcontracts, Subcontracted Services (Curriculum Development)				
Supplies and Materials (Training Materials and Teacher Resources)		30,000		30,000
Other Operating Costs (Substitute Costs for Teacher Training and One on One Coaching)				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 135,000	\$	\$ 135,000
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:		0		0
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		704,000		704,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		704,000		704,000

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Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$ 99,000	
	#	Type	Purpose			Quantity
	1	Graphing Calculators	To equalize availability of technology to all students.			120x200
	2	Printing / Informational	Support Parent Communication and Truancy Program			
	3	Supplies and Materials	Parent, and Training Materials			75,000
	4					
5						
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee				9,000	
Total Supplies and Materials Requiring Specific Approval:					\$ 108,000	
Remaining 6300- Supplies and Materials that do not require specific approval:					\$110,347	
Grand Total				\$	218,347	

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Texas Title I Priority Schools Grant					
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: Teacher and administrator travel to school sites/conferences, such as NSDC.			<i>04/10/11/10</i>	\$ 125,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Individual/Chaperone Travel to Select Postsecondary Schools/Programs/Social Services – student engagement and college exploration				15,000
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: Consultant Travel for Conferences/School Site Visits with Administrators/Teachers (reduced the amount due to priority of 6499 Publication and Printing Costs)				72,000
6411/6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose: Program Events and Benefits Communication and Brochure for Parents and Students				8,000
Total 64XX- Operating Costs Requiring specific approval:				220,000	230,000
Remaining 6400 – Other Operating Costs that do not require specific approval:					20,000
Grand Total				\$	\$240,000

Other operating costs that do not require specific approval includes in state travel for staff over the three year period.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>Amitra Piper</i> by telephone/e-mail/FAX on <u>10/6/10</u> <i>Debra Hightower</i> of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101-912</u> County-District No. Amendment No.			
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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2	Wireless Interactive Teaching System (WITS)	700	15		10,500
3	EInstruction Personal Student Pads	400	60		24,000
4	LCD Projectors for classroom instruction	250	15		3,750
5	Laptops w Internal Webcams - To facilitate immediate use of data at school and working from external sites.	1,500	30		45,000
6	Computer Workstation Centers	2800	2		5600
7	Elmo Doc-tor	1,359.50	16		21,752
8	Laminating Machine (Project Based Learning)	2845	2		5690
9	Poster Printer (Project Based Learning)	4845	2		9690
10	52" Monitor with Communications hardware for student /parent announcements & communication	3232.50	2		6465
11	Wireless Intercom System for building campus culture and increasing communication	3000	2		6000
66XX/15XX- Technology Software- Capitalized					
12	Cambridge Knowledge Data Management System	15,000	2		30,000
13	Yearly Renewal for two years	5,000	2		10,000
14	Site License for Technology Applications Training	200	100		20,000
15	P 70 Software License				18,000
16	Sync Software (500 Licenses)	1			10,000
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:					226,447

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>101-912</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

adjusted the page # to comply with
Application pagination confirmed by Ms. Piper 9/17/10 by Carla Stewart-Sevier

CD# 101-912

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

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SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>101-912</u> County-District No.
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- 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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	101-912 County-District No.
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- 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, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).

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

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

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

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

Rev. 03/2010

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

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

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>101-912</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

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

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>101-912</u> County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

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

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

Signature:			
Name:			
Title:			
Telephone#		Date:	

Federal Use Only:

Standard Form LLL

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES		<u>101-912</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

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

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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- 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	101-912 County-District No.
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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that-

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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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 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](http://www.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).

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Houston ISD LEA Name	101-912 County-District#
		New Aspirations Campus Name	327 Campus Number
by telephone/e-mail/FAX on _____ by _____ of TEA.		74-6001255 9-Digit Vendor ID#	IV ESC Region
		NOGA ID# (Assigned by TEA)	8/24/10 Date of Report

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

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

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

May be submitted any time prior to deadline.

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

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

Part 1: Identified Needs

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

1. Improve Academic Performance

Milestones	A	New Aspirations has identified the need to increase data-driven instruction through enhancing formative assessment tools and use of formative data to improve academic performance
	B	New Aspirations has identified the need to provide comprehensive curricular alignment of online learning curriculum with District benchmarking and further ensures appropriate coverage to prepare students for TAKS and End of Course assessments.
	C	New Aspirations has identified the need to increase monitoring of classroom instruction to ensure fidelity of implementation of the curriculum and best practices to increase student

		achievement.
2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	New Aspirations has identified the need to increase capacity, access and use of data disaggregation systems through system development and training of administrators and staff
	B	New Aspirations seeks to address the need for the instructional decisions in the classroom to be driven by data and will implement a data management system designed to provide teachers with the information critical to individualizing instruction for students.
	C	By providing teachers with systems generated reports, New Aspirations seeks to address the need for on-going communication of student data between teachers, parents and students.
3. Increase Leadership Effectiveness		
Milestones	A	New Aspirations will address the need for job embedded professional development by providing training and support to a team of individuals at the campus level who will maintain and manage campus improvement
	B	New Aspirations will address the need of operational flexibility within a standard operating model to address needs unique to the campus while maintaining fidelity to the transformation model.
	C	New Aspirations will address need to align campus resources to support and respond to student instructional needs identified through data driven instructional management system
4. Increase Learning Time		
Milestones	A	New Aspirations will address need for additional flexibility in student schedules through both extended school time and off-campus extension of online learning curriculum
	B	New Aspirations will provide summer and Saturday school instructional opportunities through school calendar to increase instructional time.
	C	New Aspirations will address the need to maximize efficiency and effectiveness of instruction through collaborative planning involving campus staff
5. Increase Parent / Community Involvement		
Milestones	A	The need to increase parent input in the planning and decisions impacting instruction at New Aspirations will be addressed through ongoing communication through internet, newsletters that also solicit input for school improvement
	B	The effectiveness of parent and community involvement is a need that will be addressed through computer classes to increase meaningful access to information.
	C	New Aspirations will continue to address the need for additional service provider contacts to support students in social and emotional areas through offerings both on campus and through community based referrals.
6. Improve School Climate		
Milestones	A	The need to provide support services and engaging curriculum to holistically address the educational needs for an at-risk student population has been identified as a critical and will be addressed through student designed incentive plans.
	B	New Aspirations will expand student advisory participation to formulate student expectations to reduce disciplinary actions that distract from the learning environment
	C	The need for students to engage in meaningful extracurricular activities will be addressed through connections to work and social service opportunities in the community
7. Increase Teacher Quality		
Milestones	A	Need for current formative and summative appraisal instruments to clearly reflect expectations
	B	Identified need to embed professional development into the teacher work environment

	C	The need for expansion of program services and increased quantity of service delivery also require ongoing effective teacher recruitment and retention strategies.
Other Identified Needs (not listed above)		
	A	N/A - incorporated above
	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	43%
Increase the Use of Quality Date to Drive Instruction	7%
Increase Leadership Effectiveness	5%
Increase Learning Time	38%
Increase Parent / Community Involvement	5%
Improve School Climate	1%
Increase Teacher Quality	1%
Other Remaining Costs	%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. <i>Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</i>	
Improve Academic Performance	0%
Increase the Use of Quality Date to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

Part 3: Intervention Model
<input checked="" type="checkbox"/> Transformation
<input type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center <input checked="" type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE
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.**

The principal of the program was replaced in October, 2008 in response to an Academically Unacceptable rating under the Alternative Education Accountability system received after its first year in operation. The intervention included implementation of a standard operating model aligned with current scientifically based research in the area of drop out prevention and recovery programs that are designed specifically to address the needs of at-risk students. This included a change in the online curriculum utilized to ensure the appropriate depth and complexity to support student mastery of State and District curriculum objectives.

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;**

A team of educators to include administrators, teachers, and consultants will design a draft appraisal instrument that is rigorous, transparent and equitable. This tool will address teacher skill, professional growth and student achievement. It will guide in part the payment of a teacher incentive. Job-embedded professional development will be determined by analyzing teacher appraisals and classroom observations and will be provided through experts doing demonstration teaching in the classroom, training and classroom support in management strategies, intensive training in subject- specific pedagogy. and leadership.

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;

Several components of performance incentives will be implemented as a part of the model. As an HISD partnership campus, New Aspirations school leaders, teacher and other staff are eligible to receive ASPIRE performance incentive funds. The high need for increased academic achievement for this at-risk population provides the opportunity for significant performance bonuses for staff as the result of increased student performance. In addition, funds have been allocated in the budget to layer an additional performance bonus program specifically aligned to the evaluation systems being created under the Transformation Model design.

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

The leadership team includes the principal, AP, counselor, CEP liaison, grade level team leaders and 2 students and 2 parents. By incorporating all staff into the leadership team guiding the transformation model, staff development that is required of teachers, especially that dealing with data usage and disaggregation will go hand in hand with the administrator training to enhance the collaborative development of all staff. In doing so, all training will be directly

linked to implementation at the classroom level and embedded in day to day instructional practices at the campus.

Organizational flexibility and the collaborative implementation, seeking out ways to increase instructional time, and supporting individualized learning (at school and away via the internet), small group instruction with a teacher, individualized support from a teacher and project-based learning that ties many skills together for an integrated whole.

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.

Implementation of extended instructional time to evening and weekends will provide opportunities for current staff to work with campus leaders to coordinate flexible scheduling that is positive for both staff and students. Through recruitment of Part-time teachers to add additional instructional support for extended school days and tutorial sessions, this provides an opportunity for teachers to learn about the program and our students. This also provides interaction with staff and students that will provide a measure of an educator's desire and skill set needed to meet the needs of students at New Aspirations and the ability to recruit for full-time teacher vacancies that may arise with the highest quality teachers who have proven to be a good match for the students and implementation of the Transformation Model.

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

Align scope and sequence of District curriculum, EOC exam objectives and Apex online curriculum for effective delivery of instruction to increase student achievement. Students' coursework will be fully aligned to student expectations, offering multiple instructional opportunities across curriculum content areas to master state standards.

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

Build capacity to monitor and maintain alignment between standards and classroom instruction, through the use of formative data derived from student benchmark assessments and classroom observations. Alignment of instruction links the content of state standards and district curriculum frameworks (the intended curriculum) with what is taught in the classroom.

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->*

Flexible scheduling will be provided through tutorials overlapping between the morning and afternoon sessions.

Academic time will be increased outside the school hours by making on-line curriculum available for use at home or libraries and Saturday skills classes, extended hours and summer school extended year options will be provided.

Meetings will be regularly scheduled to facilitate data analysis which will drive the instructional planning.

B. Provide ongoing mechanisms for family and community engagement.

A parent involvement plan will be created with the input of parents.

Family/community meetings will be held at least three times per year (September, January, and May).

Parents will be given student progress updates through meetings, website, email, phone call-out systems, and data management system.

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;

Plan provides flexibility in implementation to ensure that timelines, procurement of materials, supplies and technology will allow for full implementation of plan 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).

Transformation Model plan includes ongoing, intensive technical assistance in partnership with Houston ISD and through school improvement related support with external consultants and lead organizational school administration coordinating and facilitating campus with implementation of transformation plan.

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

Factored in as a part of the evaluation system for staff, as well as Houston ISD ASPIRE performance incentive program

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

Factored in as a part of the evaluation system for staff that will include both formative and summative assessment

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

N/A

II. Comprehensive instructional reform strategies.

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

This is an existing component of current school improvement model

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

This is contemplated as a part of the Intervention Assistance Team and a part of collaborative planning, data driven decision 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;

N/A

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;

Measured performance component and part of three year plan

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

Program provides opportunity for overage 8th graders who are promoted to the 9th grade to accelerate credit acquisition in an alternative high school setting. For these students, orientation sessions prior to the start of school will provide transitional support to increase academic success at the high school level.

- 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;**

These strategies are a part of the current school improvement model

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

N/A - Students have already been identified at risk when coming to program

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;**

This component is a part of current campus model, to be expanded under Transformation Model. We will address the "whole child" by identifying not only academic needs but also social-emotional and health issues that impede students' academic success. The relationship with existing service providers will be strengthened and new agencies will be sought and contracted if they can positively impact our students.

- 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;**

This strategy is a part of the Transformation Model plan

- 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;**

This strategy is a part of the Transformation Model plan

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;**

N/A

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

The budget will reflect the identified academic and socio-emotional needs of the students. This will include staff development for teachers, supplies and materials necessary to cover the identified deficits in TEKS, additional certified staff for tutorials, counseling, and contracted services. The per-pupil allocation formula currently exists as part of Houston ISD budget allocations.

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	All components of the plan are designed to support the substantial student achievement increases in Reading/ELA and Math.	08/01/10	06/30/13
	B	Align scope and sequence of District curriculum, EOC exam objectives and Apex online curriculum for effective delivery of instruction to increase student achievement.	08/01/10	06/30/13
	C	Build capacity to monitor and maintain alignment between standards and classroom instruction, through the use of formative data derived from student benchmark assessments and classroom observations.	08/01/10	06/30/13
2	A	Implement a Data Management System DMS (Cambridge (to assemble, disaggregate and analyze all student achievement data (TAKS, benchmark assessments, end-of-course tests), also linked to attendance, discipline referrals and course grades.	08/01/10	06/30/13
	B	Provide a comprehensive professional development program on data-driven decision -- making use of data for data-driven decision-making-- whole group using real data; embedded classroom support applying to individuals and modify as needed.	08/01/10	06/30/13
	C	Produce data reports and translate to inform pathways of learning to guide campus RTI process through DMS.	01/11/11	06/30/13
3	A	Build capacity to monitor and maintain alignment between standards and classroom instruction through the use of formative data derived from student benchmark assessments and classroom observations.	08/01/10	06/30/13
	B	Develop and implement refined appraisals instruments for administrators.	08/01/10	06/30/13
	C	Administrators will attend leadership training, data use workshops (with staff) and visit other schools for shadowing successful principals.	08/01/10	06/30/13
4	A	Develop academic instructional calendar to include Saturday skills classes, extended hours and summer school/extended year options.	08/01/10	06/30/13
	B	Provide flexible scheduling through tutorials overlapping between a.m. and p.m. sessions.	08/01/10	03/30/13
	C	Increase out-of-school time by making online curriculum available for use outside of the school.	08/01/10	03/30/13
5	A	Design parent involvement plan with parent input.	08/01/10	03/30/13
	B	Open the school for a parent (parent/student) technology class if there is interest.	03/30/11	03/30/13
	C	Family support specialist make connections with other needed services.	08/01/10	03/30/13
6	A	Develop an annual school climate plan and timeline to include implementation of student/parent orientation to program.	08/01/10	03/30/13
	B	Create Attendance Club with student input on incentives.	08/01/10	03/30/13

	C	Provide 40 developmental Assets training through HIL , solicit student input into discipline plan.	08/01/10	03/30/13
7	A	Educator team will develop local appraisal system and recommendations for teachers' incentive pay.	08/01/10	06/30/11
	B	PD is provided in integrated use of strategies to increase student engagement in the classroom. Specifially included: Interactive Whiteboards, Modeling of whole and small group instruction for TAKS tutorials, and positive behavioral systems.	03/30/11	03/30/13
	C	Increase availability of substitute teachers to allow coverage to enable teachers to observe instructional best practices in successful classrooms as well as conference and work with classroom-embedded coaching mentoring model.	08/01/10	03/30/13
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.				