

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	Hays CISD Organization Name	105-906 County-District#
		Academy High School Campus Name	004 Campus Number
		74-1587518 9-Digit Vendor ID#	XIII ESC Region
		10552001710032 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	X	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	X	<input type="checkbox"/>
5D	Supplies and Materials 6300	X	<input type="checkbox"/>
5E	Other Operating Costs 6400	X	<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	X	<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
Jeremy		Lyon, Ph. D.	Superintendent of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
512-268-2141	512-268-4681	lyonj@hayscisd.net	

Only the legally responsible party may sign this application.

Thursday, June 3, 2010:

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

TEA DOCUMENT CONTROL NO.

701-10-112-119

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 <input type="checkbox"/>	Proof of Nonprofit Status	
	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 X	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 X	Assurance of Submittal of Reviewer Information Form	
	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010. (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

For TEA Use Only Adjustments and/or annotations made on this page, have been confirmed with <i>Christy Growt</i> by telephone/e-mail/FAX on <i>8/25/10</i> by <i>me</i> of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013			<u>105-906</u> County-District No. _____ Amendment No.	
Texas Title I Priority Schools Grant Schedule #1—General Information						
Part 3: Applicant Information						
Local Educational Agency (LEA) Information						
LEA Name						
Hays Consolidated Independent School District						
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
21003 Interstate 35				Kyle	TX	78640
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code		NCES Identification Number
25		100672930		09CX0		4800010 <i>08835</i>
Campus Name					County-District Campus Number	
Academy High School					105-906-004	
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
4820 Jack C. Hays Trail				Buda	TX	78610
Applicant Contacts						
Primary Contact						
First Name		Initial	Last Name			Title
Christine			Growt			Director of Federal Programs & Grants
Telephone		Fax		Email		
512/268-2141 x 8279		512/268-1577		growtc@hayscisd.net		
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
Hays CISD Curriculum & Instruction Annex		4820 Jack C. Hays Trail		Buda	TX	78610
Secondary Contact						
First Name		Initial	Last Name			Title
Kimbroy			Pool, Ed.D.			Assistant Superintendent of Curriculum & Instruction
Telephone		Fax		E-mail		
512/268-2141 x 6057		512/268-4681		poolk@hayscisd.net		
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
21003 Interstate 35				Kyle	TX	78640

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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
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

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

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Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
18	<p>If the LEA/campus selects to implement the turnaround model, the campus may implement the following federal requirements.</p> <ol style="list-style-type: none"> 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	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <ol style="list-style-type: none"> 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	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 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	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (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-- <ol style="list-style-type: none"> (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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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
21	<p>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</p> <p>(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.</p> <p>2. Comprehensive instructional reform strategies.</p> <p>(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</p> <p>(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.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(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</p> <p>(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).</p>	Program Assurances
22	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p>(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.</p>	Program Assurances

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

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

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances

By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.

Part 3: Statutory Assurances

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ol style="list-style-type: none"> a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: <ol style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.

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

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
10	<p>2. Comprehensive instructional reform strategies.</p> <p style="margin-left: 20px;">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</p> <p style="margin-left: 20px;">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.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p style="margin-left: 20px;">A. Establish schedules and strategies that provide increased learning time; and</p> <p style="margin-left: 20px;">B. Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p style="margin-left: 20px;">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</p> <p style="margin-left: 20px;">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).</p>
11	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p style="margin-left: 20px;">(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p style="margin-left: 20px;">(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p style="margin-left: 20px;">(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.</p>
12	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <p style="margin-left: 20px;">(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;</p> <p style="margin-left: 20px;">(B) Implement a school wide "response-to-intervention" model;</p> <p style="margin-left: 20px;">(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;</p> <p style="margin-left: 20px;">(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</p> <p style="margin-left: 20px;">(E) In secondary schools--</p> <p style="margin-left: 40px;">(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;</p> <p style="margin-left: 40px;">(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</p> <p style="margin-left: 40px;">(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</p> <p style="margin-left: 40px;">(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</p>

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
13	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.
14	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--</p> <ul style="list-style-type: none"> 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	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> 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).

The Academy High School (AHS) TTIPS Grant Program correlates and supports the intensive work of the 2009-10 Academy Study Team (AST). The AST, comprised of teachers, administrators, parents, and higher education officials, was commissioned by the Board of Trustees in August 2009; its mission was to conduct a thorough comprehensive needs assessment and to then recommend in February 2010 a proposal for improvement at AHS. AHS is a nontraditional academic school of choice offering flexible learning opportunities for self-motivated students. This school serves students in grades 10-12, along with students in their fifth year of high school and beyond.

Fundamental Issues at AHS include its chronic low performance on the Texas Assessment of Knowledge and Skills (TAKS), its low attendance rate, and its low 4-year graduation rate. This high school first opened its doors in August 2000, and ten years later, the AST identified how the campus could better meet the needs of its nontraditional students, particularly given the changes in high school graduation plans, college readiness standards, workforce demands, and our growing community.

Goals of the AHS TTIPS Grant Program include these recommendations for improvement: improving the vision, branding, and leadership of AHS; identifying and recruiting incoming students; enhancing curriculum and instruction within the best practices of a rigorous alternative education; expanding support services; and upgrading facilities.

Objectives of the AHS TTIPS Grant Program include the increased shared leadership of the campus, with strong vision from the principal; meeting the diverse needs of more students from the two district comprehensive high schools; teachers' deep command of integrated, rigorous, meaningful curriculum delivered in appropriate instructional settings; supporting the varied needs of AHS students through guidance counseling, social work services, and college/workforce readiness activities; and developing a campus with its own unique physical identity.

Rationale of the AHS TTIPS Grant Program is simply to best serve a population of students identified as at-risk—for various reasons—and to best prepare them for successful post-secondary experiences. Students will have accelerated, integrated educational plans with appropriate social services to ensure their timely graduation and post-secondary plans.

Gaps, barriers, weaknesses to be addressed by model include surmounting the vision and branding of "what is an AHS student?" Perceptions exist which include that this high school is for credit recovery only or that AHS is only for students who are very capable. Breaking down these gaps in information, guided by the vision and leadership of a newly-hired principal, along with the development and delivery of a unique integrated curriculum with appropriate supports will prove to be the core of the AHS TTIPS Grant Program.

The Intervention Model selected for the AHS TTIPS Grant Program is the Texas Transformation Project.

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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												50	50	50	150
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	50	50	50	
Total Instructional Staff														10	
Total Support Staff														3	

Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process

1	Academic Excellence Indicator System (AEIS) reports 2007-2009
2	Public Education Information Management System (PEIMS) data 2007-2009
3	SAT/ACT score reports
4	Student surveys and focus groups
5	Staff surveys and interviews
6	Parent interviews
7	Campus program records (credit recovery night school program, 5 th year senior program)
8	
9	
10	

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

Part 1: Comprehensive Needs Assessment Cont.

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

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

Timeline: In August 2009, the Hays CISD Board of Trustees directed the district to conduct a comprehensive needs assessment and analysis of Academy High School and to then make recommendations for school improvement early in the Spring 2010 semester. In late September 2009, the district joined the Alternative Education Program (AEP) and Disciplinary Alternative Education Program (DAEP) Advisory Network at Education Service Center XIII. District employees attended meetings and conferences through this network. On November 5, 2009, the Academy Study Team (AST) convened for its first meeting to discuss its charge and plan for study. Throughout November to January, the AST worked in two teams: data research and best practice research. In early December 2009, some district AST members conducted a site visit at Wunsche High School in Spring ISD; this campus serves as a school of choice to the other comprehensive high schools in Spring. The AST then met on December 10, 2009 to learn from Victoria Baldwin, former principal of Garza Independence High School in the Austin Independent School District, about the development of a strong public high school of choice. In mid January 2010, the AST reconvened as a whole group and each study team presented its findings. A week later, the group met again to refine the recommendations to the Assistant Superintendent for Curriculum & Instruction and the Superintendent, who subsequently presented it to the Board of Trustees on February 22, 2010. The Board approved the recommendations and supported the preliminary instructional staffing budgetary requirements for the additional fine arts teacher and teacher liaison; additionally, the Board committed \$400,000 of bond funds for the facility upgrade.

Participants: The AST brought together a variety of stakeholders including the following: AHS teachers; AHS principal; a district special education transitional counselor; other district high school administrators (academic deans and principals); Directors of College/Career Readiness & Counseling, Professional Development, Secondary Academic Services, ESL & Bilingual Services, Assessment & Accountability; the Director of Adult Education for Community Action, Inc. (a local non-profit organization); Austin Community College's Director of Early College Start; a HCISD Board of Trustee member; and a parent. While students were not active members of this particular team, they participated in surveys and focus group interviews as the data team collected information.

Activities of AST: The AST was a large group of nearly 20 individuals. The group divided into two teams: one team reviewed extensive amounts of qualitative and quantitative data about AHS, the other conducted a literature review of best practices in alternative education for public high schools of choice and also researched existing successful models. Ms. Baldwin, recently retired from Garza HS in AISD, spent an afternoon with the AST team as a whole to share the vision and planning she developed as she opened AISD's high school of choice in the late 1990s. Her passion and energy for meeting the needs of all students – particularly those whose needs are not met well at a typical comprehensive high school – was contagious and the AST team left the discussion eager to continue their research. By January, both teams collected extensive information. The data research team conducted staff and student surveys as well as teacher and parent interviews and student focus groups. Along with this qualitative data, the group reviewed AEIS & PEIMS data along with SAT/ACT participation & performance information. The best practices group found in their literature review several pieces including the National Alternative Education Association's *Exemplary Practices in Alternative Education: Indicators of Quality Programming*, Peter D. Hart Research Associates work for the Bill & Melinda Gates Foundation *The Silent Epidemic: Perspectives of High School Dropouts – Dropping Out is a Process, Not an Event*, and The National Governors Association Center for Best Practices Issue Brief *Setting High Academic Standards in Alternative Education*.

Next Steps: Academy High School qualifies for the TTIPS grant program because of its chronic low performance. It is paramount that we improve the delivery of quality instruction for our students – over 75% are identified at-risk of dropping out of high school – and our district, with full support of the Board of Trustees, is on a path to improved school performance. A new principal for AHS was recently hired and will begin July 1, 2010, and with the principal's leadership and full district support, the plan for reform is under way. As AHS undertakes its reform measures, it will continue with its process of conducting comprehensive needs assessments throughout the grant program and beyond.

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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	Teachers
2	Building Leadership, including principal
3	Students
4	Parents
5	Technical Service Providers
6	District Leadership, including district shepherd
7	Community members
8	Higher Education officials
9	Community service providers, including Communities in Schools (CIS)
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.

Hays CISD demonstrates the necessary capacity to support the intensive work of the TTIPS Grant Program in a variety of ways:

- A newly-hired principal was recruited and selected for this campus and begins work July 1, 2010. The principal was selected given her successful leadership of comprehensive high schools, both with high and average performance ratings. District leadership recognizes the requirements of school transformation and the necessity of a visionary principal at the helm.
- The Board of Trustees supports the Academy Study Team (AST) recommendations and in so doing, committed the funding for upgrades and improvements. This includes a major renovation of the facility with local bond funds to better meet the needs of an alternative campus (to be completed the summer of 2010) and the addition of two locally-funded full time equivalent (FTE) teachers.
- The Board of Trustees and the Academy Study Team devoted a significant portion of the 2009-10 school year to developing a plan for improvement for Academy High School.
- The use of the TTIPS funds will allow for more thorough and coordinated efforts to fully implement the AST recommendations in addition to the prescribed activities in the grant program. Coincidence best describes the timing of this grant opportunity with the improvement plan commissioned by the Board of Trustees; the thorough and thoughtful review of Academy High School within the past school year supports the aggressive and comprehensive school improvement plan.
- The district administration was recently realigned; the new governance structure creates the position of Executive Director of High School Performance whose work will entail the successful management of all high school activities and initiatives. This person will coordinate and evaluate Hays CISD's two comprehensive high schools, Academy High School, and the Disciplinary Alternative Education Program (DAEP) campus. Similarly, the new position of Executive Director of Student Achievement oversees the various curriculum & instruction staff. This person will serve as the District Shepherd as required in the TTIPS grant program given her deep oversight of career & college readiness, intervention services, professional development, bilingual/second language services, and student services. In tandem, the two Executive Directors, along with the other district administration team, will support the full implementation of the TTIPS grant program activities.
- Hays CISD implemented Positive Behavior Supports (PBS) system across all campuses in the district during the 2009-10 school year. Through the AHS TTIPS grant program, PBS will be fully implemented and monitored throughout the three-year grant cycle.
- The AHS TTIPS grant program supplements the local funding allocation of approximately \$9,800 per pupil. At the district's two other high schools – both comprehensive as compared to AHS' alternative model – the per pupil local funding allocation is approximately \$6,400. The district maintains a commitment to the alternative education of our at-risk high school students.

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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.

Hays CISD consulted with relevant stakeholders regarding the TTIPS grant application and the proposed Texas Transformation Model:

- Students were consulted during the Academy Study Team process, and their vision for what the campus does well and what the campus could do better clearly defined many of the initiatives in the recommendations. Students request more project-based learning, opportunities for outdoor activities, a new library, enhanced technology opportunities, flexible scheduling, and specialized individualized instruction based on their needs and choices. While some of these requests will be fulfilled outside the scope of the TTIPS grant program, many are directly related to the activities planned in this application.
- Parents provided input through the Academy Study Team process as well, and they share that they support accelerated learning opportunities for their students as well as appropriate academic-social-emotional supports. Both parents and students wish to see the "family-like" atmosphere of Academy High School stay intact.
- The campus' site-based decision-making team, the Campus Leadership Team, will provide guidance and for grant initiatives. Members include campus and district administration officials, teachers, paraprofessionals, students, parents, community members, and local business members. The AHS Campus Leadership Team will serve as the grant advisory committee.
- Different community members were consulted throughout the process. Members include:
 - *Director of Adult Education for Community Action, Inc.* This group mobilizes its resources and engages the community in order to move families out of poverty and to ensure their children's success in school. The agency provides a wide range of services in Hays County and in other counties in the rural area surrounding Travis County. The main office is located in San Marcos, with outreach centers, health clinics, child development centers, senior citizen centers and adult education classrooms located throughout the service area. Community Action, Inc. supports several Hays CISD students and family members who have not completed high school and who are working to obtain their GED.
 - *Director of Early College Start for Austin Community College (ACC).* The Early College Start program is designed for high school students to earn college credits through dual credit and co-enrollment programs. While Hays CISD is not currently in the ACC taxing district, a referendum will go to voters in November 2010 to join the ACC taxing district with the expectation that ACC will build a campus within the Hays CISD attendance zone within the next five years. ACC's involvement with the Academy Study Team proves essential, particularly as we work to provide this campus of predominately at-risk students enhanced opportunities for post-secondary success.
 - *Board of Trustee member.* This school board member joined the Academy Study Team and participated in the research study group. He attended the site-visit to Spring ISD and all AST meetings. This particular school board member has extensive service to the district, having served on the school board early in the district's consolidation over 40 years ago, and again in the past five years. Recently, a new elementary campus was named in honor of his service. His insight to the explosive growth of our communities, along with his deep knowledge of district history and practices, provided special vision to the Academy Study Team.

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

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

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.

Hays CISD supports the operational flexibility required to successfully administer the TTIPS grant program activities in conjunction with the practices best suited for an alternative high school of choice.

In support of this vision, Academy High School will have the opportunity to utilize the Optional Flexible School Day Program, particularly for the Phoenix Program housed at the campus. This program supports the credit recovery for students advanced in age, including fifth and sixth year seniors, and/or students with home-life requirements like small children of their own. Throughout the grant activities, Academy High School staff will investigate expanding and/or supplementing its Optional Flexible School Day Program.

Similarly, the Academy High School will have latitude with regard to its bell schedule. The principal, with teacher collaboration, will select a bell schedule that may include period blocking, extended project learning times, and community service. Teachers and students support the development of service or community learning to enhance their high school experience. The development of this schedule will begin in Summer 2010, and through data analysis, changes to the schedule may occur throughout the grant program, particularly as the instructional structure will best meet the needs of students.

Transportation will be available for Academy High School students, including the opportunity for AHS students to attend unique courses or programs housed at other campuses. Likewise, students' participation in courses, programs, service learning opportunities, or post-secondary visits will be supported to best meet the identified student needs.

Through the partnership with Austin Community College, AHS will foster its school-to-college transition plans with the College Connection program, which is a year-long plan for senior students to complete all necessary steps to be admitted immediately to ACC upon their high school graduation. Students complete required testing, advising, course selection, and financial aid processes. Additionally, Hays CISD supports through its CTE program and through its articulation agreement with ACC the opportunity for students to receive licensure and certification for specialized programs.

The Academy Study team recommends the support the 21st century skill development for the AHS student body, and Hays CISD supports the upgrade in facilities and equipment to better meet their needs. This includes the creation of a wireless computer-based library. While some of these expenditures will be locally-funded, the grant program will support the development of students' 21st century skills, particularly with regard to online resources.

To better identify 9th grade students who may be best served at Academy High School, Hays CISD has locally funded a teacher liaison. The responsibility of this person will be to coordinate with the counseling and administration staff at the two comprehensive high schools to identify and recruit 9th grade students who may thrive at the small learning environment of AHS. The teacher liaison will also coordinate the participation of AHS students in off-campus courses, programs, and events including, but not limited to home-campus University Interscholastic League (UIL) teams, specialized Career & Technical Education (CTE) courses, and post-secondary experiences.

Serving at-risk students at an alternative high school of choice requires Hays CISD to revise and clarify its selection and admission process to AHS. In the decade that Academy High School has been opened, the student profile of "an Academy student" has shifted and become ambiguous. Perhaps one of the most important aspects of the AHS TTIPS grant program is for the faculty and staff of Hays CISD to really understand the students who most benefit – and quite frankly *need* – an alternative high school education. The AHS team, led by its principal, will develop that vision of how to meet the unique needs of at-risk high school students and how to best guide them toward quality post-secondary opportunities. The AHS teacher liaison will promote and market AHS and its services to the wider community, to current freshmen students at the district's comprehensive high schools, and to all five middle school campuses.

Identified AHS TTIPS grant participants will attend the National Staff Development Council's Annual and Summer Conferences, the Texas Association of Alternative Education Annual Conferences, and content-area specific state conferences including Texas Council of Teachers of English Language Arts, Texas Council of Teachers of Mathematics, Texas Council for the Social Studies, Science Teachers Association of Texas, and Texas Foreign Language Association. AHS teachers, because of the smaller learning community in which they serve, are often the only subject-area teacher on their campus. While they participate in district horizontal and vertical planning, their growth in their subject-area proves essential to the full development of their repertoire.

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<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.</p>		
<p>Hays CISD will align and coordinate resources to successfully administer the TTIPS grant program activities in conjunction with the practices best suited for an alternative high school of choice.</p>		
<p>With a population of over 80% identified at-risk students at Academy High School, many students qualify for homeless education support through the McKinney-Vento Homeless Education Act. Through the coordination of the school counselor, with support from other social service providers, students will be identified through their student residency questionnaire and supported with McKinney-Vento and appropriate Title I funding. Through the transformation model, AHS faculty and staff will learn about homelessness and how to meet the educational and social needs of students.</p>		
<p>Federal programs, including Title II professional development and Title III English as a Second Language funds, will be coordinated throughout the district and in conjunction with the transformational activities at AHS. The Academy Study Team identified a need to better meet the needs of English language learners as well as students who receive special education services. The coordination of these programs will be in tandem to the professional development work the AHS faculty and staff will engage.</p>		
<p>Academy High School students who are teen parents will continue to receive appropriate support and guidance through our Parenting Education Program. This includes assistance with prenatal education, daycare, parenting education, and coordination with county and state agencies.</p>		
<p>Appropriate intervention services, including tutoring, credit recovery, attendance review, and post-secondary planning will be aligned.</p>		
<p>Locally funded improvements and enhancements will support the work of the AHS TTIPS grant. This includes a facilities upgrade, an improved wireless library, and two additional faculty positions including the campus liaison and a fine arts teacher. The facility upgrade will not only promote students' 21 century skills, but it will also re-establish a sense of community and pride in their campus. Currently, Academy High School shares its building with district curriculum and instruction staff and is a stone's throw from one of the district's comprehensive high schools. With the local bond-funded facility upgrade, AHS will have a more unique and differentiated building of which the students and faculty can be proud.</p>		
<p>Hays CISD has several community partnerships that will continue to be coordinated and strengthened. Currently, the district works with Hays/Caldwell Council on Alcohol and Drug Abuse, Hays/Caldwell MHMR, Greater San Marcos Youth Council, and Hays/Caldwell Women's Center. These organizations have supported many students and families in the district and offer the supplemental support and resources that many students need.</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).

Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.

Serving as the project manager for the AHS TTIPS grant will be the campus principal. Julie Ruisinger was hired as the new principal of Academy High School in April 2010, and she will begin working with the district on July 1, 2010. Ms. Ruisinger has served for five years as the principal of Mira Costa High School for the Manhattan Beach Unified School District in California, for four years as the vice principal of Johnston High School for Austin Independent School District in Austin, Texas (during which time the campus was rated acceptable), and as a math teacher, special education teacher, and an Individual Education Plan facilitator in the Round Rock Independent School District in Round Rock, Texas.

Ms. Ruisinger holds a Master of Education in Education Administration from Texas State University-San Marcos and a Bachelor of Science in Communications from the University of Texas at Austin. Her credentials include Texas mid-management certification, Texas special education certification, Texas mathematics and psychology certification, and California credentials for Professional Clear Administrative Services and Mathematics.

Ms. Ruisinger was selected from a field of candidates given her work at low, average, and high performing schools. Her work with a variety of student populations proves essential for best meeting the needs of the diverse traditionally underserved at-risk population at Academy High School.

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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.

Hays CISD’s office of Curriculum and Instruction will facilitate the implementation of the AHS TTIPS grant.

Serving as the District Shepherd will be Ms. Yarda Leflet. Ms. Leflet was recently promoted to Executive Director of Student Achievement, and she will work alongside the AHS principal to support the successful implementation of grant activities and to reflect upon data and evaluation reports with the principal. Ms. Leflet has served in the Hays CISD for 12 years, and has experience as Director of Secondary Academic Services, Academic Dean, Assistant Principal, English language arts and reading teacher, and as grant manager. Ms. Leflet holds a Master of Education in Reading Education with a minor in Adult and Developmental Education and a Bachelor of Arts in English and Psychology.

Supporting the intensive professional development work with the AHS staff will be a grant-supported School Improvement Coach. This person will serve as an instructional coach to the AHS faculty and will coordinate the delivery of timely and embedded professional development throughout the grant program. The successful candidate for this position will have these required qualifications: holds a bachelor degree from an accredited university, Texas secondary teaching certification, at least seven years experience as a classroom teacher, and strong collegial coaching skills. The School Improvement Coach will also have these recommended qualifications: holds a master degree, preferably in education; experience with differentiated instructional theories and practices; deep knowledge of pedagogy; experience with CSCOPE; Strategic Instruction Model (SIM) professional development insight; and experience with an alternative school of choice. Likewise, the School Improvement Coach will work closely with the AHS principal and the Hays CISD Director of Professional Development to facilitate the services provided by external providers.

The Director of Professional Development is Dr. Carol McKenzie. Dr. McKenzie joined Hays CISD in July 2009 and coordinates all district-level professional development opportunities. Dr. McKenzie’s background includes serving as an assistant superintendent for curriculum and instruction, building principal, vice principal, and gifted and special education teacher. Similarly, she has worked as a principal mentor for schools in improvement as required by Adequate Yearly Progress indicators through federal programs. Dr. McKenzie holds a Ph.D. in Educational Administration with an emphasis in instructional technology and adult education from the University of North Texas, a Master of Education from the University of Texas at Austin, and a Bachelor of Science in Education from Eastern Illinois University.

Maintaining all grant applications, amendments, budgets, and reporting requirements will be the Director of Federal Programs and Grants. Holding a Master of Education degree in Educational Administration from Texas State University-San Marcos and a Bachelor of Arts in English from the University of Texas at Austin, Ms. Christy Growt has worked in this position since January 2010. Previous to this assignment, Ms. Growt served as the Academic Dean at Lehman High School in the district and as an English teacher at both district comprehensive high schools. While dean, Ms. Growt oversaw successful grant programs and facilitated major campus planning activities.

Supporting the work of these three main curriculum and instruction staff members will be the Executive Director of High School Performance, Director of Career & College Readiness and Counseling and the Director of Intervention Services. While the work they will do will be in conjunction with their regular duties and activities with all of the Hays CISD campuses, they will support the goals and initiatives of the AHS TTIPS grant.

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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).

Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.

Hays CISD expects to sustain the campus reforms after the funding ends for the AHS TTIPS grant, and in fact, the district anticipates, through the capacity building within the grant initiatives, to expand services and professional development opportunities to other campuses. If indeed Hays CISD expands to a third comprehensive high school within the next decade, the district intends to expand its best practices learned from the grant activities to the new campus.

With this end in mind, the AHS TTIPS grant program will allow for professional development in the Strategic Instruction Model (SIM). As the grant allows for this training, the principal and School Improvement Coach will have and/or receive the adequate training to become in-district SIM professional developers. With this expertise in-house, teachers new to the campus will be able to receive the quality training specifically tailored to the needs of the at-risk student of Academy High School. Improving the instructional practices of the AHS teachers will then allow them to share their work in vertical and horizontal curriculum teams across the district and thereby influence the positive growth of teachers throughout the district. In essence, the SIM professional development at AHS will serve as a pilot program for Hays CISD whereby we may extend it for full implementation at other campuses.

The AHS TTIPS grant will allow for the addition of a full-time Communities In Schools (CIS) program manager. Communities In Schools is a dropout prevention program. Through campus-based programs and special projects, Communities In Schools creates a network of volunteers, social services, businesses, and community resources that work together to break down barriers and help students succeed. In 2009, 99% of the students referred to Communities In Schools stayed in school. CIS is present on several other Hays CISD campuses, but has not been a part of Academy High School. The Board of Trustees recognized through the Academy Study Team recommendations that the addition of a community-based, social work service is essential to best meeting the needs of the at-risk population at AHS. The district anticipates funding locally the AHS CIS Program Manager position at the conclusion of the grant program.

Under the leadership of the District Shepherd for AHS, the Executive Director of Student Achievement will participate in the deep analysis and evaluation of the grant program alongside the principal. Through her work in this capacity, the director will facilitate the continued implementation of the successful strategies at AHS. While the district goal is to maintain a smaller learning environment at AHS, it does hope to serve more students who would benefit from its setting, mission, and vision. Through the grant activities, these characteristics will be better defined and will be supported through the AHS teacher liaison position whereby students at the comprehensive high schools will be better informed in their decision to attend AHS.

The local Board of Trustees commissioned the Academy Study Team to recommend changes and upgrades at AHS. With their support and vision, there is little doubt that the systemic change incurred during the grant program will continue. There are many at-risk high school students in the district, and we have an obligation and duty to support their growth and education so they may be successful in their post-secondary endeavors. Increasing the graduation rate, attendance rate, and improving students' success as measured through rigorous standardized exams like TAKS, ACT, SAT, and AP will certainly improve AHS ratings and rankings, but more importantly, students will receive the quality educational experience that they deserve. In turn, this will support the positive growth of our community.

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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).

External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.

Hays CISD will ensure that quality external providers are selected to best meet the needs of AHS.

External providers will be recruited and screened based on one or more of the following criteria:

- Successful implementation of services in previous projects conducted at Hays CISD; this includes the established partnership between Hays CISD and Communities in Schools and Austin Community College
- Successful implementation of services provided to campuses with whom Hays CISD administration can conduct site visits and interviews; this includes the work done with the Strategic Instruction Model (SIM) at Rouse High School in Leander ISD as well as the SIM work done in Round Rock ISD
- Successful delivery of services through Education Service Centers, including ESC XIII in Austin
- Successful and relational projects conducted for other districts or agencies; this includes the work of Resources For Learning LLC which will provide the evaluation services for the AHS TTIPS grant

With the AHS TTIPS plan, an extensive and thorough evaluation process and plan is embedded into the grant activities. Through this evaluation plan, external providers will participate in interviews and surveys to examine their perceptions, celebrations, and concerns within the delivery of their services. Then, as each 90-day action plan is created, this evaluation data can inform the professional development plans for the AHS faculty.

Similarly, external services provided through this grant program will be specifically selected based on how the service will best support the growth and development of a typical AHS student which includes many of whom are considered at-risk, particularly for their standardized test performance, their credit accrual history, and/or their socio-emotional needs.

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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).

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.

Throughout the grant program and during the action research cycle, AHS faculty and staff members will research and conduct site visits at other higher performing alternative high schools of choice. As staff members discover best practices in alternative education, it will be imperative that they network with other successful programs.

During the Academy Study Team comprehensive needs assessment process, Hays CISD hosted Ms. Vicki Baldwin, the founding principal of Garza Independence High School in Austin ISD. Her vision and passion for alternative high school education was palpable, and many team members expressed interest in conducting a site visit at that campus, which is now under the direction of Dr. Linda Webb. Also during the AST research process, committee members interviewed the Communities In Schools program manager at Garza HS; through these conversations, the clear support of a school-focused social service agency enhances and even determines the successful graduation for many at-risk students. At Garza HS, the faculty and staff base their work with students through a Solutions-Based social work model (Franklin & Streeter, 2006) which supports the idea that all students are competent and able, and attention is paid not to "deficits or pathology," but rather to strategies and practices that have helped the student avoid problems in the past.

There are many alternative schools throughout Texas, and through the action research process, AHS faculty and staff will participate in conferences and professional development opportunities during which they will learn about alternative programs that experience success. Their selection of campuses for site visits will be important to the fidelity of the grant program.

Likewise, there are some models located near AHS in Central Texas that will allow for site visits within the first year of the grant program. This includes Garza Independence HS in Austin ISD; Judson ISD also facilitates at least three different models of alternative education settings that should allow for better insight for the AHS staff. In Judson ISD, located in the metro San Antonio area approximately 40 miles south of Hays CISD, they operate Judson Learning Academy, Judson Evening High School, and Judson Early College Academy. Visiting these campuses would allow AHS staff to see three different structures of alternative education and then research how AHS and Hays CISD could support differentiated learning in a similar fashion.

Members of the AHS Campus Leadership Team will conduct research to establish successful transformation alternative education high schools and will then participate in site visits. After such visits, members of the team will share their insights with the full Campus Leadership Team and record best practices observed. This work will supplement their action research projects and extended online professional development.

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

Part 2: Project Management Cont.

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

Hays CISD does not have any identified Tier I schools.

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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 *considered* 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.

Turnaround

Closure

Restart

Transformation

Tier III Modified Transformation

TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center

Supplemental Education Services (SES) incorporated into the intervention model

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.

The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

Overview of the AHS TTIPS Grant Program

Through the transformation of Academy High School, bringing the community together to best educate some of our district's most at-risk students is one of the district's primary goals. The Academy Study Team defined AHS is a nontraditional academic school of choice offering flexible learning opportunities for self-motivated students. In the decade since AHS opened, it has maintained its smaller learning community, yet student success and growth has flattened and even regressed during this time. With the coordinated delivery of professional development for faculty and the delivery of necessary and supportive student services, including partnerships with Communities in Schools and Austin Community College, Hays CISD believes AHS can demonstrate substantial growth as an alternative high school of choice. With this in mind, the coordination of student services through a Communities in Schools program, along with strong principal, counselor, and teacher leadership, can facilitate the positive growth for both students and AHS as a campus. "The CIS Model of providing integrated student services has a stronger impact on school-level outcomes than providing services for students in an uncoordinated fashion" (Perlmann & Redding, 2009).

1. Process

School Intervention Model Selection Process

At the conclusion of the Academy Study Team process in February 2010, the TTIPS grant program was soon announced. Upon review of the released information from TEA, the Director of Federal Programs attended a TTIPS grant overview at Education Service Center XIII. At that time, district administration officials including the Director of Federal Programs and the Assistant Superintendent of Curriculum and Instruction reviewed how the Academy Study Team recommendations and the TTIPS guidelines correlated; it was then determined that the community's and Board of Trustees' interests, as published in the Board-approved Academy Study Team recommendations, were not in the Closure or Restart model; rather the appropriate model is Transformation. Beginning this July 2010, AHS will be home to its fourth principal in its ten-year history. This principal was hired for a sustained and focused transformation of the campus, and she will serve as the lead change agent. The Turnaround Model was considered; however, given the specific niche of an alternative high school of choice, the community and Board of Trustees could not, at this time, commit to the federal requirement of replacing up to 50 percent of the staff. With only 13 total staff members – and five of them within their first one or two years on the campus – replacing the principal and participating fully in the Transformation Model initiatives seemed a perfect match for AHS.

School Intervention Model Evaluation Process

Resources for Learning (RFL) evaluation promotes efforts to improve student and organizational success through informed decision-making. They partner with schools and districts to provide actionable, evidence-based information about program effectiveness. As educators, they understand the complex contexts of schools and districts and the need for balanced approaches to improvement focused on quality and efficiency. Their goal is to provide local schools and districts with objective, independent evidence that can be used to inform policy and practice.

RFL is a HUB/woman-owned business begun by company president Linda Wurzbach in March 1998. Originally a sole proprietorship, RFL incorporated to become Resources for Learning, LLC, on September 1, 2003, and was certified by the Women's Business Enterprise National Council (WBENC) in October 2007. Ms. Wurzbach founded RFL to carry out her vision of providing customized support to school reform efforts at the school, district, regional, and state levels. Before opening her own business, she served as a Senior Project Associate for the Interstate New Teacher Assessment and Support Consortium (INTASC), Council of Chief State School Officers (CCSSO), in Washington, D.C. There she oversaw committees to develop licensing standards curricula and performance-based assessments for beginning teachers. At the Texas Education Agency, Ms. Wurzbach was a Planner III in the Division of Educator Assessment and Appraisal where she managed the assessment of over 40,000 entry-level educators annually. In that capacity, she coordinated policies with teacher preparation entities and facilitated the creation of Texas state standards, professional development for beginning teachers, and a personnel evaluation system.

In addition to their evaluation work, RFL also has developed a reputation for quality oversight and coordination of statewide initiatives,

including managing the Texas Beginning Educator Support System (TxBESS), assisting in the development of the Three-Tiered Teacher Licensure System for the state of New Mexico, and developing a statewide mentoring and induction system for Oklahoma teachers through the Oklahoma Mentor Network.

RFL has eight full-time employees, two with doctoral degrees, two with master's degrees, and four with bachelor's degrees. They also have part-time employees, and they contract regularly with external consultants and technical advisors on specific projects. The organizational structure of the company includes four teams: **evaluation, assessment, creative services, and professional development**. All staff report to the designated directors and/or project managers as appropriate for project work. Project managers are assigned by expertise and experience. They are responsible for all aspects of project management, including client communications, coordination and communication with other RFL staff, management of subcontracts, and quality assurance.

RFL's evaluation team has developed an especially strong combination of (a) research and evaluation expertise in the following areas: middle and high school populations, English language learners, high school redesign, comprehensive school reform, and new teacher and teacher quality issues; (b) substantial experience answering research questions about the implementation and impact of professional development on teachers' instructional practices and student achievement; (c) a proven track record in carrying out statewide studies; and (d) on-the-ground familiarity with schools and school systems in Texas and the region.

The proposed project directors and lead researchers have extensive experience in the execution of large-scale studies and in evaluating school-, district-, and state-level interventions. Our project management structure provides the flexibility needed to allocate expertise and skills across the full range of activities required under the Pool B requirements.

Dr. Alison Callicatee Picucci, PhD, RFL Director of Research & Evaluation, is responsible for designing and implementing research and evaluation plans for a variety of RFL clients and has experience in national, state, and local program evaluation. Her expertise includes extant data analysis with complex sampling designs, qualitative data collection, as well as qualitative and quantitative data analysis, interpretation, and reporting.

She is currently project director of the Texas Education Agency Best Practices Clearinghouse as well as the evaluation of the Texas Migrant Education Program in partnership with MGT of America. She also led a statewide curriculum and curriculum systems review for the Texas Legislative Budget Board and numerous regional and district-based evaluations of federally funded projects.

Dr. Picucci previously directed the statewide evaluation of the state's Comprehensive School Reform grant program, which involved surveying administrators and staff of all 170 grantee schools and in-depth case studies of selected campuses. For the statewide evaluation of TEA's High School Redesign and Restructuring grant program, a mixed-methods evaluation summarizing qualitative data for use in impact analyses, Dr. Picucci designed instruments, participated in site visits, analyzed data, and contributed to and reviewed the interim and final study reports.

Other relevant experience includes extensive ethnographic experience under Shirley Brice Heath and Milbrey McLaughlin at Stanford University and secondary data analyses using the National Longitudinal Adolescent Health Survey through the University of Texas at Austin's Population Research Center. She also managed several national and state evaluation projects, in particular, a U.S. Department of Education-funded case study report through the Charles A. Dana Center at the University of Texas at Austin examining middle schools implementing schoolwide reform efforts.

She has 13 years of experience in educational research and program evaluation and four years of experience as a public school teacher in Texas public high schools. Dr. Picucci holds a BA in Political Science from Stanford University, an MA in Curriculum and Instruction, and a PhD in Sociology of Education from the University of Texas at Austin.

Dr. Judy Jennings, PhD, RFL Director of Assessment, specializes in interpretation of assessment data, analysis of student-level data, and school accountability models. Her current projects include inter-rater reliability analysis and evaluator training for the New Mexico Three-Tiered Licensure program. In addition, she serves as project manager for RFL's work with Regional Education Service Center XIII on the Texas Performance Standards Project. Dr. Jennings also created and presented professional development in assessment-related topics for the Center for Educator Development in Fine Arts (CEDFA) conference in summer 2009.

Before joining RFL, Dr. Jennings was a manager in the Division of Performance-Based Monitoring for the Texas Education Agency (TEA). Prior to working at TEA, Dr. Jennings was project manager for Evaluation Software Publishing where she managed Web-based access to accountability data for teachers and administrators in school districts. She has also been a researcher at the University of Texas Measurement and Evaluation Center where she assisted with data analysis using SAS and SPSS software. Dr. Jennings earned a PhD in educational psychology in the area of psychometrics and statistics at the University of Texas at Austin in May 2006. Her expertise includes analysis of state and local education databases, small numbers concerns, assessment strategies, statistical techniques, and standard setting.

Key Evaluation Processes

In its evaluation and other education work, RFL has developed strategies and systems to assure excellent products. This includes systematic communication and management processes that allow for a high degree of client input and ensure on-time production and submission of high-quality deliverables.

RFL's task management system can be tailored to any project, bringing a consistent management structure and regular communications to ensure high quality management and smooth development of deliverables. Management components include regular management meetings and online labor reports, when appropriate, which allows monitoring of all project tasks on an established schedule. Project directors meet weekly with task leaders to review the status of each task, discuss potential and actual challenges, and review progress to date. These meetings have three purposes: (1) maintaining the quality of the work, (2) adhering to the expected schedules, and (3) controlling costs. These meetings also provide a flow of communication, ensuring efficiency and completion of all project objectives.

RFL has adequate infrastructure to serve as an HCISD vendor. Their facilities include 3,000 square feet of office space and all regular equipment to support communication with partners, participants, and HCISD, including high-speed faxing, scanning, printing, and copying capacity, advanced phone systems and a 1-800 number that can be expanded to provide technical assistance, including help desks and online support. All staff have laptop computers supported by e-mail and a full range of software including, Microsoft Office, Excel, PowerPoint, and Adobe. For their research and evaluation work, they have access to a range of products, including SAS and ATLAS.ti. Their design department has extensive graphics capability, including the Adobe Create Suite CS3 Master Collection, Adobe Design Premium CS2, Quark Xpress 6.1, Ulead DVD Workshop, two graphics tablets, Pantone color match formula books, digital video camera, a Discmakers Elite Micro Autoloading CD duplicator with full color on-disc inkjet printing, and one large format HP CP1700 color inkjet proofing printer. Project work, task management, and hours are tracked through a variety of performance measurement and content management systems include tick and Basecamp as well as other internally developed systems and WebEx to management trainings and meetings.

In conclusion, Resources for Learning (RFL) has the capacity to serve as an HCISD vendor to provide the district with evaluation services that provide useful, timely information that can be used to inform educational decision-making and improve academic outcomes for students.

2. Timeline

Pre-Work: Hays CISD has completed a Comprehensive Needs Assessment through its Academy Study Team during the 2009-10 school year and will participate in all School Improvement Resource Center (SIRC) activities to assess its needs. Likewise, the district hired a new principal, and is hiring – through both new and existing board-approved, locally funded positions – key staff, including its teacher liaison and school counselor. Hays CISD submitted an Innovative Course Request to TEA for a fine arts course titled “Art and Media Communications”; 2010-11 will mark the first school year that AHS will have a full-time art teacher assigned to its campus. Hays CISD is currently participating district-wide Positive Behavior Support (PBS) professional development for all its campuses, and all AHS staff members are registered for a two-day CHAMPS workshop during Summer 2010. Additionally, Hays CISD has on-going relationships with Communities In Schools (CIS), Greater San Marcos Youth Council, and Hays/Caldwell Council on Alcohol and Drug Abuse that will allow deeper relationships and services on the AHS campus. Hays CISD administration has supported district personnel alignment to support the AHS TTIPS grant program and has stated expectations for full participation in AHS TTIPS grant activities starting in July 2010 to include attendance and participation in the Transformation Conference and developing the Fall Year 1 90-day action plan. During June and July 2010, the AHS principal will study the *Schools Like Us* report provided by ESC XIII (Hays CISD purchased these reports, along with *Districts Like Us* to supplement the comprehensive needs assessment short- and long-term planning for improvement). This report will serve to compare AHS to other campuses across Texas which reflect statistically similar demographic data. On July 21 & 22, 2010, the AHS principal will participate in district-provided training with Cambridge Strategic Services for site-based planning that coordinates the district's recently adopted five-year strategic plan. Following that on August 12 & 13, 2010, AHS will conduct its first Campus Vision and Mission Retreat at an off-campus event space in Kyle, Texas. During these two retreat days, faculty and staff will create their vision, mission, and statements of belief and review essential data with the principal and Director of Professional Development leading the activities. Likewise, the staff will develop a implementation plan for some of their job-embedded professional development to be conducted during Fall Year 1.

Year 1

Fall: The district and AHS will conduct a district and campus snapshot through SIRC. AHS will begin its schoolwide implementation of PBS with ongoing professional development and support through campus-specific work. With the addition of a full-time program manager from CIS, AHS will begin enhanced social service support in general coordination with the AHS faculty as a whole, and specifically with the newly-hired school counselor, teacher liaison, and principal, and the staff will be introduced to the Solutions-Focused model of student assistance. Given the small staff at AHS, all teachers will serve as leaders and will collect observation data to guide professional development needs. Facilitating this work with the principal will be the School Improvement Coach who will coordinate and conduct observations and professional development work; the Coach will assist in the delivery of job-embedded Strategic Instruction Model (SIM)¹ professional development as conducted by ESC XIII. AHS faculty will participate in a coordinated introduction to the Professional Learning Community (PLC) model and begin the extensive planning of their PLC team. The AHS staff will develop a faculty profile, as well as a student profile, to better identify and recruit both the appropriate staff and student to this alternative high school of choice. The AHS faculty will develop a parent/family outreach program. The site-based decision-making team (called Campus Leadership Team in Hays CISD) will begin researching and creating a locally-developed teacher evaluation tool. Identified grant participants will attend the National Staff Development Council Annual Conference in Atlanta. The faculty, under the leadership of the principal, will review progress toward Fall Year 1 90-day action plan and will participate in all evaluation processes through the external evaluator. The principal will then write the Spring Year 1 90-day action plan.

¹ ***The Strategic Instruction Model®*** is a comprehensive instructional approach designed to address the needs of struggling adolescent learners in today's academically diverse classrooms. SIM provides instructional methods proven to close the gap for struggling learners while maintaining rigorous standards. The model is delivered through the framework of a Content Literacy Continuum (CLC™). The primary goal of the CLC is to establish a coordinated school wide approach to improve literacy for all students in secondary schools. The

campus CLC team works with the administrators, teachers, and staff to develop and implement a standards-based plan to improve content literacy which is tied to increased student performance on state assessments.

The Strategic Instruction Model® SIM is comprised of two intervention components:

Content Enhancement Routines (CE) – inclusive teaching practices for use in all core classrooms. CE is an instructional method that relies on using powerful teaching devices to organize and present curriculum content in an understandable and easy-to-learn manner. Teachers identify content that they deem to be most critical and teach it using a powerfully designed teaching routine that actively engages students with the content; the result is an improved ability to identify, organize, comprehend, and recall information. The foundation of CE is SMARTER planning which provides a process to guide teachers through organizing and presenting critical content.

Learning Strategies (LS) — more intensive interventions for students who demonstrate a need for additional support. A learning strategy is an approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful. The Learning Strategies Curriculum has the necessary breadth and depth to provide a well-designed scope and sequence of strategy instruction. The curriculum is divided into strands, or categories of skills.

- One strand addresses how students acquire information. It includes strategies for learning how to paraphrase critical information, picture information to promote understanding and remembering, ask questions and make predictions about text information, and identify unknown words in text.
- A second strand helps students study information once they acquire it. It includes strategies for developing mnemonics and other devices to aid memorization of facts as well as strategies for learning new vocabulary. These strategies help prepare students for tests.
- A third strand helps students express themselves. It includes strategies to help students write sentences and paragraphs, monitor their work for errors, and confidently approach and take tests.

Research

Both CE and LS interventions are validated by over 25 years of research conducted in classrooms by University of Kansas researchers and classroom teachers. By holding firm to high standards, Kansas University built a solid base of work upon which schools can rely as they develop programs to meet today's extensive demands. Not only are schools required to show student gains, they also have to prove that they use teaching methods grounded in research. Our extensive research—which has been reviewed by scientific panels at the U.S. Department of Education and other public agencies and which has been documented in leading academic publications—demonstrates that use of SIM interventions can improve student performance.

College and Career Readiness Standards

SIM® provides tools that support all learners as they strive to apply knowledge and skills as well as analyze important issues and questions—key features of College and Career Readiness Standards. In addition CCRS emphasizes focus on critical content, big ideas, and large organizing concepts—all elements built into each of the CE routines.

SIM/CLC represents a coordinated school-wide approach to addressing each student's academic and behavioral needs. It accelerates school leadership, creates a common language along a continuum of effective instruction among all content and support teachers and more importantly equips students for the rigor of secondary and post-secondary academics.

Spring: Through the PLC model, AHS will review behavioral data and PEIMS to analyze PBS implementation. Through the SIRC, AHS faculty will begin online courses (including ProjectShare and Harvard Graduate School of Education WIDE World: Professional Development). Given the data results of the first 90-day report, the faculty will implement targeted professional development based on classroom observation data and student data using the Strategic Instruction Model (SIM), and the School Improvement Coach will continue his/her work to develop these strategies with each teacher. Identified grant participants will attend the Texas Association for Alternative Education conference. The AHS faculty will continue its parent/family outreach program. The locally-developed teacher evaluation tool will be finalized and reviewed. The faculty, under the leadership of the principal, will review progress toward its 90-day action plan and its Spring TAKS data and will participate in all evaluation processes through the external evaluator. The principal will then write the Summer Year 1 90-day action plan (to be modified based on school calendar).

Summer: AHS faculty members and the principal will attend the SIRC summer seminar, participate in additional SIM professional development, and attend the National Staff Development Council Summer Conference. During the summer planning, the principal and teacher leaders will review and revise upcoming professional development plans. The Campus Leadership Team will review and revise its needs assessment, and it will analyze progress toward the goals in previous 90-day action plans. Through the blossoming of schoolwide PBS interventions, teachers will develop plans for classroom interventions based on the PBS model. In August, AHS will conduct its second Campus Vision and Mission Retreat at an off-campus event space in Kyle, Texas. During these two retreat days, faculty and staff will create their vision, mission, and statements of belief and review essential data with the principal leading the activities. Likewise, the staff will review its implementation plan for some of their job-embedded professional development to be conducted during Year 2. The principal will then write the Fall Year 2 90-day action plan.

Year 2

Fall: The principal will implement the revised and updated professional development plan, including continued work with SIM. The School Improvement Coach will continue to develop his/her own professional development, including SIM and PBS, to support the job-embedded professional development s/he will offer AHS faculty. Through the PLC model, professional development will also include an introduction and overview of the Action Research Process. Teachers will implement classroom level PBS interventions, begin action research projects (to include, for example, these suggested topics: best practices in alternative high school education, authentic teacher evaluation methods and tools, coordinated instruction across multiple high school course credits), and continue online courses (including ProjectShare and Harvard Graduate School of Education WIDE World: Professional Development). T The AHS faculty will continue its parent/family outreach program. he locally-developed teacher evaluation tool will be implemented. Identified grant participants will attend the National Staff Development Council Annual Conference in Anaheim, CA. The faculty, under the leadership of the principal, will review progress toward its 90-day action plan and will participate in all evaluation processes through the external evaluator. The principal will then write the Spring Year 2 90-day action plan.

Spring: Through their PLC model, AHS faculty will continue their online learning and participate in SIRC activities. Teacher leaders will collect data for their action research projects, and they will review behavior data and PEIMS to evaluate effectiveness of PBS interventions. Given the data results of the Fall Year 2 90-day report, the faculty will implement targeted professional development based on classroom observation data and student data using the Strategic Instruction Model (SIM), and the School Improvement Coach will continue his/her work to develop these strategies with each teacher. Identified grant participants will attend the Texas Association for Alternative Education conference. The AHS faculty will continue its parent/family outreach program. The locally developed teacher-evaluation tool will be implemented. The faculty, under the leadership of the principal, will review progress toward its 90-day action plan and its Spring TAKS data and will participate in all evaluation processes through the external evaluator. The principal will then write the Summer Year 2 90-day action plan (to be modified based on school calendar).

Summer: Teacher leaders present initial findings on action research topics during the Academy HS Action Research Summit. Attendees at this summit will include the AHS faculty and staff as well as district administration. Other attendees may include external professional development providers, including ESC XII SIM and PBS professional developers and the grant evaluator, and members of the 2009-10 Academy Study Team. AHS faculty members and the principal will attend the SIRC summer seminar, and identified grant participants will attend the National Staff Development Council Summer Conference. The Campus Leadership Team will conduct intense data review and process evaluation to determine what is working well in the grant program what still needs focus during Year 3 of the grant program. In August, AHS will conduct its third Campus Vision and Mission Retreat at an off-campus event space in Kyle, Texas. During these two retreat days, faculty and staff will review their vision, mission, and statements of belief and review essential data with the principal leading the activities. Likewise, the staff will review its implementation plan for some of their job-embedded professional development to be conducted during Year 3. The principal will then write the Fall Year 3 90-day action plan.

Year 3

Fall: Through its PLC model, the district and AHS will re-administer the campus snapshot through SIRC and will use updated reports like *Schools Like Us* to review campus progress. The School Improvement Coach will continue his/her work with AHS teachers as they implement SIM, PBS, and other instructional and curricular strategies into their classrooms. Teachers will continue online learning (including ProjectShare and Harvard Graduate School of Education WIDE World: Professional Development). The principal and coach will continue to support the ongoing work of the action research projects. The AHS faculty will continue its parent/family outreach program. The locally developed teacher-evaluation tool will be utilized. The faculty, under the leadership of the principal, will review progress toward its 90-day action plan and will participate in all evaluation processes through the external evaluator. The principal will then write the Spring Year 3 90-day action plan.

Spring: AHS faculty members will finalize their action research projects. Through the PLC model, teacher leaders will review behavior data and PEIMS for PBS evaluation, and given the data results of the Fall Year 3 90-day report, the faculty will implement targeted professional development based on classroom observation data and student data using the Strategic Instruction Model (SIM), and the School Improvement Coach will continue his/her work to develop these strategies with each teacher. By the conclusion of Spring Year 3, the School Improvement Coach will have become a SIM professional developer so as to sustain the SIM instructional practices at AHS beyond the life of the grant as well as for newly-hired faculty members. Identified grant participants will attend the Texas Association for Alternative Education conference. The AHS faculty will continue its parent/family outreach program. The locally developed teacher-evaluation tool will be utilized. The faculty, under the leadership of the principal, will review progress toward its 90-day action plan and will participate in all evaluation processes through the external evaluator. The principal will then write the Summer Year 3 90-day action plan.

Summer: Teacher leaders will present their final action research projects during the Academy HS Action Research Summit. Attendees at this summit will include the AHS faculty and staff as well as district administration. Other attendees may include external professional development providers, including ESC XII SIM and PBS professional developers and the grant evaluator, and members of the 2009-10 Academy Study Team. The Campus Leadership Team will conduct intense data review and process evaluation and then develop its plan to continue use of teacher leaders as instructional resource. The Team will review its work with the external evaluator, and the principal will continue the practice of the 90-day action plan.

Throughout the grant program, all compliance and monitoring reports will be completed with posted deadlines. In conjunction with the Campus Leadership Team's analysis and the external evaluator, the AHS principal and Director of Federal Programs and Grants will maintain proper documentation to complete reports as required.

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

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

Part 3: Intervention Model

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	Teachers
2	Campus Leadership, including principal
3	District Leadership
4	Board of Trustees
5	Students
6	Parents
7	
8	
9	
10	

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline

On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.

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.

- 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math
 - 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

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A, 1B	Improve Student Achievement in Reading/ELA	"Literacy learning as a complex social interaction" that affects student's efficacy	Flood, et al, 2003; Schmoker, 2006	9/2010	6/2013
1A, 1B	Improve Student Achievement in Mathematics	Preparation for post-secondary experiences both career & college	NCTM, 2009	9/2010	6/2013
1A, 1B	Improve Graduation Rates	Support full access to economic, political, & social opportunities as a high school graduate	Greene & Forster, 2003	9/ 2010	6/2013
1C	On-Going Monitoring of Instruction	Classroom instruction directly links to student achievement	Sterbinsky & Ross, 2003; Ross, Smith, & Alberg, 1998	9/2010	6/2013
1	Implement Strategic Instruction Model (SIM)	Improved adolescent literacy provides avenue to higher achievement	Ehren & Deshler, 2004; Deshler, Schumaker, & Woodruff, 2004	9/2010	6/2013

Add additional pages as needed.

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Addition of School Improvement Coach to provide Job embedded-PD	Embedded, ongoing professional development for all teachers instead of one-time workshops	Knight, 2009	9/2010	6/2013
3B	Extended professional development opportunities after traditional school hours/days	Embedded, ongoing professional development with extended time for specific research areas of interest and need	Hall & Hord, 2001; Guskey, 1986	9/2010	6/2013
3C	Include results from leadership survey in formative planning and growth plans	An evidence-based approach to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning is important to school improvement	Porter, et al., 2010	9/2010	6/2013

Add additional pages as needed.

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A, 4B	Principal & site-based decision making team research alt. ed. best practices	School context and organization allows for shared decision-making and mutual ownership	Board of Regents of the University of Wisconsin System, 1995	9/ 2010	6/2013
4C	Use results from observations during teacher planning & PD to target areas for improvement	Classroom instruction directly links to student achievement	Sterbinsky & Ross, 2003; Ross, Smith, & Alberg, 1998	9/2010	6/2013

Add additional pages as needed.

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6	Measure school climate through annual surveys	Improved school climate is logically and empirically linked with school improvement	Ross et al., 2005	9/2010	6/2013
6	Assess students' sense of belonging	School belonging and improved relationships are associated with improved academics	Brew et al., 2004	9/2010	6/2013
6A	Increase attendance	Compulsory attendance yields greater opportunity for graduation and economic potential	Heckman & LaFontaine, 2010 & Goldin, 1998	9/2010	6/2013
6B	Decrease discipline referrals	Most discipline referrals stem from outside school & with coordinated social services expected decrease in referrals	Curwin, Mendler, & Mendler, 2008	9/2010	6/2013
6C	Increase student involvement	Participation extracurricular activities, particularly athletics & fine arts, reduces drop-out rate	McNeal, 1995	9/2010	6/2013

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.

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

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

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

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

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

HCISD will contract with Resources for Learning, LLC (RFL) to evaluate the Texas Title I Priority Schools (TTIPS) grant at Academy High School. The evaluation is aligned with research-based school improvement objectives and complies with the evaluation requirements of the TTIPS grant program.

Key evaluation activities include annually conducting five surveys, site visits (interviews, focus groups, and observations), analyses, and reporting. The evaluators will also participate in formative debriefing meetings as appropriate.

The evaluation identifies five objectives that research indicates are associated with school improvement.

- 1) Assess the capacity of the campus to implement improvement activities in terms of structural components, staff, planning time, and resources. School capacity refers to the infrastructure needed by schools to implement and maintain an improvement effort. Infrastructure implies access to appropriate materials; sufficient staffing and planning time; and adequate fiscal resources to support staff, materials, and technical assistance (Datnow & Stringfield, 2000).
- 2) Assess the level of support provided by external Technical Assistance Providers, including Communities in Schools, and the school district. Research on support focuses mainly on the importance of professional development for helping teachers understand and implement the instructional practices and changes promoted through school improvement models (Bodilly, 2001). Additionally, recent research suggests that professional development aligned with improvement goals as well as general district support for school improvement is imperative to success and sustainability (Borman, Carter, Aladjem, & LeFloch, 2004).
- 3) Assess the level of internal focus defined as teacher buy-in, integration of model strategies with existing programs, and progress monitoring. Internal focus refers to the degree to which the improvement efforts have become embedded in the daily practices of school staff and supported by school staff. Research identifies several factors that are essential to focus, including teacher buy-in and support for efforts, alignment of activities with existing mandates, integration of the improvement effort with existing school programs or efforts, and formal attention to monitoring the progress of improvement efforts (Rowan, Camburn, & Barnes, 2004).
- 4) Assess the level of pedagogical change, including how closely instructional strategies align with district specifications and how widely these changes in teaching are being made. Pedagogical change refers to the degree to which instructional practices align with the goals of the improvement effort. In line with research-based strategies for school improvement, common approaches to pedagogical change tend to share a reduced emphasis on workbooks, worksheets, and individual work and an increased focus on technology, cooperative learning, and project-based work (Stringfield, Ross, & Smith, 1996).
- 5) Assess the extent to which schools restructured outcomes to consider intermediate outcomes (such as school climate, leadership, and more student personalization) and longer term outcomes for students (such as those required as performance indicators) (U.S. Department of Education, 2003). It especially is beneficial in the early implementation of models to focus on intermediate outcomes so that schools have tools to measure progress prior to being able to assess impact on student achievement, which may take years (USDE, 2003).

In addition to tracking intermediate outcomes, as appropriate, the evaluators will work with HCISD to review and integrate into formative updates and annual reports district-collected data on student/campus outcomes aligned with TTIPS program-defined critical success factors.

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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 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

Key evaluation activities include annual surveys, site visits (interviews, focus groups, and observations), analyses, and reporting. The evaluators will participate in formative debriefing meetings as appropriate.

The proposed timeline for external evaluation activities is:

- Year 1, 2010 – summer surveys & site visits; fall reporting
- Year 2, 2011 – summer surveys & site visits; fall reporting
- Year 3, 2012 – summer surveys & site visits; fall reporting
- Year 4, 2013 – summer surveys & site visits; fall reporting

Formative meetings for planning purposes will occur in July 2010.

All external evaluation information will be summarized at the school level. No individually identifying information will be retained in any reporting. In addition to an informal formative update an annual debriefing will include a school profile and evaluation findings addressing each evaluation objective. The report will also integrate, as appropriate, district-collected data related to the RFA-specified critical success factors in schedule 4C. Subsequent annual reports will also be prepared. Formative recommendations, as appropriate, will be provided with each report. A summative report that incorporates evaluation findings over the course of the grant period would be presented in September 2013.

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results

The evaluation sample will include all campus administrators, professional staff, students, and selected parents at Academy High School. Identified district staff also will be included.

Activities will involve three major components: 1) surveys, 2) interviews and focus groups, and 3) observations. Surveys and a three-day site visit will occur in the summer of each grant year to provide information about model implementation over time.

Surveys – The purposes of the surveys are to collect information aligned with the evaluation objectives. Additionally, the survey will collect information about facilitators and barriers to model implementation. Five statistically *valid and reliable* surveys will be conducted each year: **School Improvement Survey (SIS), School Climate Survey (SCI), Leadership Survey (LS), Technical Assistance Survey (TAS), and Student Survey (SS)**. Survey samples will vary by instrument: SIS & SCI – all administrators and professional staff will be included in the sample. LS – all teachers and administrators will be included in the survey. TAS – technical assistance provider will be included in the survey. SS – all students will be included in the sample.

Interviews & Focus Groups – These instruments are aligned with the evaluation objectives and are designed to measure a school's capacity, external support, internal focus, pedagogical change, and restructuring of outcomes. Additional questions are added regarding implementation level as well as barriers and facilitators to the process. For each data collection period, interviews will be conducted with the principal and teaching staff. In addition, a teacher focus group will be conducted. Additional staff key to the improvement process also will be interviewed. Two additional focus groups with parents/community members and students will be conducted each year.

Observations – The **School Observation Measure (SOM)** validly and reliably measures pedagogical change and corroborates teacher self-reports of instructional change. It assesses the extent to which a variety of classroom practices are used at the *whole-school* level rather than only at the classroom level. The factors are organized into six categories: instructional orientation, classroom organization, instructional strategies, student activities, technology use, and assessment. The summary items measure academically focused class time and student attention/interest/focus. Sixteen to 20 observations will be conducted each year.

- Data analyses will test if differences between years on outcomes assessed in this grant are by chance using methods appropriate for nonparametric data.
- Data from the external evaluation will be provided in a timely manner so that it can be included in school and teacher planning for improvement activities.
- External evaluation activities will be conducted annually.

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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).

The development of AHS campus performance goals requires special attention and analysis, particularly given the small population of students and teachers. With this campus serving students grades 10-12, along with continuing students from across the district, AHS provides a unique situation in demonstrating statistically significant campus improvement gains.

Participants:

- Executive Director of Assessment and Accountability
- Campus Principal
- Campus Leadership Team, including teachers, students, parents, and community members
- District Shepherd/Executive Director of Student Achievement
- Assistant Superintendent of Curriculum and Instruction
- External evaluation consultant (guidance only)

Data Sources:

- TAKS/EOC Data Results
- AEIS Performance Results
- Dual Enrollment Rates
- *Schools Like Us* report
- SIRC snapshot
- Academy Study Team Recommendations (approved by Board of Trustees, February 2010)

Process:

Upon review of the district and campus snapshot conducted with SIRC in Fall Year 1 of the grant, the performance goal participants will convene and review the snapshot data to determine appropriate areas for targeted growth. The participants will use, in addition to the SIRC snapshot, other data sources including the external evaluation survey tools that establish baseline data in Fall Year 1, the *Schools Like Us* report supplied by Education Service Center XIII in May 2010, and the Academy Study Team recommendations. Fundamental to the review of data to determine the performance goal objectives will be the use of an effective Professional Learning Community (PLC). Through this protocol, the PLC's mission, vision, and specific goals (for example, for the social studies teacher, content goal could be increasing the use of expository writing) will align with or supplement an overarching campus SMART (Strategic & Specific, Measurable, Attainable, Results-Oriented, Time bound) goal (Barth, DuFour, Eaker, Eason-Watkins, 2005).

The baseline data provided by the external evaluator will provide insight in a statistically meaningful way given the small data set of grant participants – both faculty and student body size. With this qualitative data, coupled with the quantitative data received through the SIRC snapshot and the *Schools Like Us* data, the team will have a comprehensive view of the state of the school.

Schools Like Us, and its companion, *Districts Like Us*, is a reporting tool recently used by the district to better analyze campus and district performance. These reports provide an analysis of district and campus performance when compared to other district and campuses across the state of Texas. Differing from the comparable schools as listed in the Academic Excellence Indicator System (AEIS) reports, *Schools Like Us* evaluates campuses using z-scores and using five data points for comparison: school size, ethnicity, socio-economic status, bilingual rate, and mobility rate. Additionally, this report will also include information on University Interscholastic League (UIL) assignment (1A-5A) to allow for deeper comparison.

So important is the full implementation and delivery of grant programmatic services to some of the districts most at-risk students that the AHS TTIPS grant program has a extensive plan for deep evaluation with Resources For Learning. While the Academy Study Team conducted its needs assessment and made its recommendations to the Board of Trustees, it is important that an outside, independent evaluator gather data, both qualitative and quantitative, to

provide clarity on the strengths and areas for growth at AHS.

Throughout the grant program, the full cadre of participants will reconvene each Spring/Summer to review the performance goals. Similarly, the principal, in tandem with her work with the district shepherd and the Campus Leadership Team, will use the interim data reports to inform the 90-day action plans.

The external evaluation will provide baseline descriptive information about the outcomes identified in Schedule 4B. This information combined with information from the comprehensive needs assessment will be used to set performance goals including yearly goals.

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS/TPM	89% Met TAKS Standard; 100% Projected to meet TPM	Increase met standard by 3%; 100% Meet TPM	Increase met standard by 3%; 100% Meet TPM	Increase met standard by 3%; 100% Meet TPM
2	Improve Student Achievement in Mathematics	TAKS/TPM	69% Met TAKS Standard; 75% Projected to meet TPM	Increase met standard by 3%; 80% to meet TPM	Increase met standard by 3%; 83% to meet TPM	Increase met standard by 3%; 88% to meet TPM
3	Improve Graduation Rates	PEIMS	43% Class of 2008	Increase by 8%	Increase by 10%	Increase by 10%
4	Improve Instruction by increasing instructional minutes and time on task	SOM	357 scheduled minutes per day with average of 51-minute class periods	Increase baseline by 5%	Increase baseline by 8%	Increase baseline by 13%
5	Improve Dual Enrollment Participation Rates	PEIMS	0% 2009-10	Increase baseline by 5%	Increase baseline by 8%	Increase baseline by 13%

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	Improve student-centered instruction	SOM	Baseline performance TBD September 2010	Increase baseline by 5%	Increase baseline by 8%	Increase baseline by 13%
2	Improve the use of valid and reliable measures of important outcomes: leadership, school climate, etc.	SIS, SCI, LS, TAS, SS, SOM	Baseline performance TBD September 2010	Increase baseline by 5%	Increase baseline by 8%	Increase baseline by 13%

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve principal leadership in 6 core areas & 6 processes	LS	Baseline performance TBD September 2010	Increase baseline by 5%	Increase baseline by 8%	Increase baseline by 13%
2						
3						
4						
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	Improve Instruction by increasing instructional minutes and time on task	SOM	357 scheduled minutes per day with average of 51-minute class periods	Increase baseline by 5%	Increase baseline by 8%	Increase baseline by 13%
2						
3						
4						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase parent & community input	Focus Groups	Baseline performance TBD September 2010	Increase baseline by 5%	Increase baseline by 8%	Increase baseline by 13%
2						
3						
4						

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	Improve school climate factors associated with school improvement	SCI	Baseline performance TBD September 2010	Increase baseline by 5%	Increase baseline by 8%	Increase baseline by 13%
2	Improve student sense of belonging	SS	Baseline performance TBD September 2010	Increase baseline by 5%	Increase baseline by 8%	Increase baseline by 13%
3	Improve attendance rate	PEIMS/AEIS	83% 2007-08 AEIS	Increase by 3%	Increase by 3%	Increase by 2%
4	Decrease discipline referrals	Campus data	110 referrals 2009-10	Reduce by 20%	Reduce by 15%	Reduce by 5%
5	Improve student involvement in campus activities	Campus data	Baseline performance TBD September 2010	Increase baseline by 5%	Increase baseline by 8%	Increase baseline by 13%

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Instruction as measured by use of Strategic Instruction Models	SOM	Baseline performance TBD September 2010	Increase baseline by 5%	Increase baseline by 8%	Increase baseline by 13%
2						
3						
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	Improve participation rates on SAT, ACT, and AP exams	SAT, ACT, AP	2 students 2009-10	15% of student body	30% of student body	45% of student body
2						
3						
4						
5						

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Texas Title I Priority Schools Grant

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

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	x	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	x
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant

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

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

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

Barrier: Gang-Related Activities

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

Barrier: Drug-Related Activities

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

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

Barrier: Drug-Related Activities (cont.)

D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	X	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	X	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	X	X
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.		
Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Shortage of Qualified Personnel					
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others	
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Knowledge Regarding Program Benefits					
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others	
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Transportation to Program Activities					
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others	
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Barrier					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

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	School Years 2010-2013	_____ Amendment No.

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

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

Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$375,788	\$ 0	0	\$375,788
Professional and Contracted Services	5C	6200	\$591,732	0	0	\$591,732
Supplies and Materials	5D	6300	\$79,465	0	0	\$79,465
Other Operating Costs	5E	6400	\$90,500 \$93,000	0	\$2,500	\$93,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	\$1,139,985 \$1,139,985	0	0	0
Total Direct Costs			\$1,137,485	\$0	\$2,500	\$1,139,985
1.084% Indirect Costs				0	0	0
Grand Total			\$1,137,485 \$1,139,985	\$ 0	\$ 2,500	\$ 1,139,985
Total Budgeted Costs:			\$1,137,485	\$ 0	\$ 2,500	\$ 1,139,985

Administrative Cost Calculation	
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	1,139,985
Multiply by .05 (5% limit)	X .05
Enter Maximum Allowable for Administration, including Indirect Costs	\$ 56,999

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Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

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

Year 1: SY 2010-2011 \$379,995
Year 2: SY 2011-2012 \$379,995*
Year 3: SY 2012-2013 \$379,995*

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

Provide any necessary explanation or clarification of budgeted costs

Schedule #5D reflects supplies and materials for the Advisory Committee (the Campus Leadership Team with the AHS TTIPS grant program). These expenses include the following anticipated expenses: A) book studies each semester of the 6-semester AHS TTIPS grant program, B) supplies and materials for the Action Research Summits, C) supplies and materials for the Advisory Committee to complete Action Research Projects, D) supplies and materials for the Vision and Mission Retreat, and E) supplies and materials for Advisory Committee Parent Forums.

Schedule #5E reflects Remaining 6400 Other Operating Expenses that do not require specific approval to provide for in-state travel for the following events: A) site visits to other successful alternative high schools of choice, B) site visits to other successful transformational high school campuses, D) attendance and registration at state conferences for the Texas Association of Alternative Education Annual Conferences, and content-area specific state conferences including Texas Council of Teachers of English Language Arts, Texas Council of Teachers of Mathematics, Texas Council for the Social Studies, Science Teachers Association of Texas, and Texas Foreign Language Association, and E) required travel to School Improvement/TTIPS trainings.

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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					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: District Shepherd			10%		\$25,500
23	Title: Director of Federal Programs and Grants			20%		\$40,200
24	Title: School Improvement Coach			100%		\$195,000
25	Title:					
26	Subtotal Employee Costs				\$	\$ 260,700
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay (10 teachers x 6 days/yr x 3 yrs x \$100/day)			\$	\$ 18,000
28	6119	Professional Staff Extra-Duty Pay (extended professional development & parent meetings) (10 teachers x 5 days/yr x 3 yrs x \$220 [avg. daily rate]) + \$500 stipend for each successfully completed Harvard Professional Development Online Course				\$53,000
29	6121	Support Staff Extra-Duty Pay (extended summer professional development) (3 support staff x 5 days/yr x 3 yrs x \$85 [avg. daily rate])				\$3,825
30	6140	Employee Benefits (12%)				\$40,263
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 115,088
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$ 375,788

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Texas Title I Priority Schools Grant

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

	Expense Item Description	Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose	\$	\$
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation:		
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose: Student/Parent Recruitment Brochures & Community Informational Brochures		\$2,000
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: Teachers may earn a one-time scholarship reimbursement of \$1,000 for graduate or post-graduate course completion with an earned grade of B or better at an Institute of Higher Education whereby their AHS TTIPS Action Research Project correlates with their graduate-level course.		\$5,000

Subtotal

6200 - Professional and Contracted Services Cost Requiring Specific Approval \$0 \$7,000

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

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.			\$	
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Subtotal

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

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

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

Communities In Schools and Hays CISD will contract to provide a full-time CIS program manager on the AHS campus. Services will include case management, drop-out prevention, community services coordination, and group activities.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$225,000		\$225,000
Title: _____ Subgrants, Subcontracts, Subcontracted Services-\$75,000/yr for 3 yrs				
Supplies and Materials (\$310.66 per year)		\$932		\$932
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 225,932	\$	\$ 225,932

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	Texas Title I Priority Schools Grant	

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

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

2. Description of Professional or Consulting Service (Topic/Purpose/Service):
 Resources For Learning LLP will provide project management services, site visits and observations, surveys, and substantial analysis and evaluation reports.

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		0	\$150,000		\$150,000
Title: _____					
Subgrants, Subcontracts, Subcontracted Services - total for 3 yr. period					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 150,000	\$	\$ 150,000

3. Description of Professional or Consulting Service (Topic/Purpose/Service):
 Education Service Center XIII will provide comprehensive Strategic Instruction Model (SIM) professional development to all AHS faculty members and will provide the training necessary for the School Improvement Coach to become a certified SIM Professional Developer.

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		0	\$60,000		\$60,000
Title: SIM Professional Developer					
Subgrants, Subcontracts, Subcontracted Services-\$20,000/yr x 3 yrs					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 60,000	\$	\$ 60,000

4. Description of Professional or Consulting Service (Topic/Purpose/Service):
 Positive Behavior Support (PBS) professional development will be provided to all AHS faculty members and the School Improvement Coach will become a certified PBS Professional Developer.

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		0	\$30,000		\$30,000
Title: _____					
Subgrants, Subcontracts, Subcontracted Services-\$10,000/yr x 3 years					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 30,000	\$	\$ 30,000

5. Description of Professional or Consulting Service (Topic/Purpose/Service):
 Harvard Graduate School of Education WIDE World: Professional Development Online Learning yearly subscriptions for 8 teachers

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		0	\$28,800		\$28,800
Title: _____					
Subgrants, Subcontracts, Subcontracted Services (8 teachersx\$1200/yrx3 yrs)					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 28,800	\$	\$ 28,800

6. Description of Professional or Consulting Service (Topic/Purpose/Service):				
School Improvement Resource Center (SIRC) / School Improvement / TEA-grant program provider / School Improvement services				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	0	\$90,000	0	\$90,000
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____ %)				
Total Payment:		\$90,000	0	\$90,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 584,732	\$ 0	\$584,732
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
		\$7,000	0	\$7,000
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
		0	0	0
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
		\$584,732	0	\$584,732
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
		0	0	0
		Grand Total:		
		\$591,732	0	\$591,732

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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	
Technology Hardware- Not Capitalized				\$		
#	Type	Purpose	Quantity			
1	Electronic Reader	Support student reading & 21 st Century skills (50 items x \$299 each = \$14,950)	50			\$14,950
6399 2	Tablet Computing Device	Support student reading, computing, and 21 st Century skills (10 items x \$599 each = \$5990)	10			\$5,990
3	Multimedia computers	Support Innovative Mixed Media Fine Arts course (10 items x \$2000 each = \$20,000)	10			\$20,000
4						
5						
6399	Technology Software- Not Capitalized				\$25,000	
6399	Supplies and Materials Associated with Advisory Council or Committee				\$13,525	
Total Supplies and Materials Requiring Specific Approval:				0	\$79,465	
Remaining 6300- Supplies and Materials that do not require specific approval:						
Grand Total				\$ 0	\$ 79,465	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval

Expense Item Description		Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)		
	Specify purpose: National Staff Development Council Summer Conference, Years 1 & 2; NSDC Annual Conference; SIM for Administrators (principal & district shepherd), Year 1; Institute for Potential SIM Learning Strategies Professional Developer (school improvement coach)		\$ 50,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		\$9,000
	Specify purpose: College & Career Tour Summers Year 1, 2 & 3		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)		
	Specify purpose:		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)		
	Specify purpose:		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)		\$4,000
	Specify purpose: District Shepherd will attend NSDC Summer Conference, Years 1 & 2		
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:		
Total 64XX- Operating Costs Requiring specific approval:			\$63,000
***Remaining 6400 - Other Operating Costs that do not require specific approval:		\$2,500	\$30,000
Grand Total		\$ 2,500	\$93,000

***Explanation on page 2 of Schedule 5

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Texas Title I Priority Schools Grant

**Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost
(15XX is for use by Charter Schools sponsored by a nonprofit organization)**

	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:				\$0	\$0

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>105-906</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>105-906</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

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

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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.

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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	<u>105-906</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

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>105-906</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>105-906</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>105-906</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	
	105-906 County-District No.
Texas Title I Priority Schools Grant	

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>105-906</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>105-906</u> County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>105-906</u> 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.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>105-906</u> County-District No.
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>105-906</u> County-District No.
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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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>105-906</u> County-District No.
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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>Christy Groat</i> by telephone/e-mail/FAX on <u>8/31/10</u> by <i>[Signature]</i> of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Hays CISD 105-906
		LEA Name: County-District# Academy High School: 105-906-004 Campus Name: Campus Number 74-1587518: XIII 9-Digit Vendor ID#: ESC Region NOGA ID# (Assigned by TEA): Date of Report 08/31/2010

Texas Title I Priority Schools Grant

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

Option 1 Timeline Due to TEA no later than August 31, 2010.
Option 2 Timeline Due to TEA no later than February 1, 2011.
May be submitted any time prior to deadline.

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

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

Part 1: Identified Needs

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

1. Improve Academic Performance

Milestones	A	Improve Student Achievement in Reading/ELA, Mathematics, & Graduation Rate
	B	Improve Student Achievement in Reading/ELA, Mathematics, Graduation Rate, & dual enrollment participation rate; Implement Strategic Instruction Model (SIM) to increase instructional minutes and time on task
	C	Increase Ongoing Monitoring of Instruction through PDAS, walk-throughs, & teacher observations

2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Include formative & summative test results in formative planning to increase student-centered instruction
	B	Include external evaluation results in formative planning by improving the use of valid & reliable measures of important outcomes: leadership, school climate
	C	Include external evaluation results in formative planning
3. Increase Leadership Effectiveness		
Milestones	A	Addition of a School Improvement Coach to provide job-embedded professional development
	B	Extend professional development opportunities after traditional school hours/days
	C	Include results from leadership surveys in formative planning and educator growth plans including improving principal leadership in core areas & processes
4. Increase Learning Time		
Milestones	A	Principal & site-based decision-making team research best practices in alternative education and increase instructional minutes & time on task
	B	Principal & site-based decision-making team shape school calendar to increase instructional minutes & time on task
	C	Utilize results from observations during teacher planning professional development to target areas for improvement
5. Increase Parent / Community Involvement		
Milestones	A	Include family/parent members & community members in 90-day action plan reviews
	B	Include annual parent & community focus groups in external evaluation activities and in 90-day action plan reviews
	C	Include annual parent & community focus groups in external evaluation activities & add a Communities In Schools social worker
6. Improve School Climate		
Milestones	A	Increase attendance by improving student sense of belonging
	B	Decrease discipline referrals by implementing Positive Behavior Support program
	C	Increase involvement in extra/co-curricular activities by encouraging involvement in and creation of extra/co-curricular activities as facilitated through the Student Liaison
7. Increase Teacher Quality		
Milestones	A	Develop teacher appraisal instrument through action research project in conjunction with PDAS
	B	Use results from observations for planning job-embedded professional development through the School Improvement Coach; implement Strategic Instruction Model
	C	Utilize professional development opportunities to recruit and retain high-quality staff
Other Identified Needs (not listed above)		
A		
B		

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	20%
Increase the Use of Quality Data to Drive Instruction	15%
Increase Leadership Effectiveness	15%
Increase Learning Time	13%
Increase Parent / Community Involvement	8%
Improve School Climate	20%
Increase Teacher Quality	8%
Other Remaining Costs	1%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. Note: Matching State or Local Funds are not required. If none, enter "0" on each line.	
Improve Academic Performance	10%
Increase the Use of Quality Data to Drive Instruction	5%
Increase Leadership Effectiveness	5%
Increase Learning Time	5%
Increase Parent / Community Involvement	5%
Improve School Climate	43%
Increase Teacher Quality	5%
Other Remaining Costs	0%

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

Part 3: Intervention Description – 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.

Beginning this July 2010, AHS is home to its fourth principal in its ten-year history. This principal was hired in late Spring 2010 for a sustained and focused transformation of the campus, and she will serve as the lead change agent. The Turnaround Model was considered; however, given the specific niche of an alternative high school of choice, the community and Board of Trustees could not, at this time, commit to the federal requirement of replacing up to 50 percent of the staff. With only 13 total staff members – and five of them within their first one or two years on the campus – replacing the principal and participating fully in the Transformation Model initiatives seemed a perfect match for AHS.

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;

Given the small staff at AHS, all teachers will serve as leaders and will collect observation data and student assessment data to guide professional development needs. Facilitating this work with the principal will be the School Improvement Coach who will coordinate and conduct observations and professional development work; the Coach will assist in the delivery of job-embedded Strategic Instruction Model (SIM)¹ professional development as conducted by ESC XIII. The site-based decision-making team (called Campus Leadership Team in Hays CISD) will begin researching and creating locally-developed principal and teacher evaluation tools that include measurements of student performance for both the principal and teacher evaluation tools.

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;

Identified grant participants will attend the National Staff Development Council Annual Conferences and will earn appropriate professional development/extra duty pay stipends for their work with Professional Learning Communities. Staff members who do not contribute to the growth of student achievement results after professional development opportunities will be evaluated as such in the locally-developed evaluation tool and removed from the campus.

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 Strategic Instruction Model® is a comprehensive instructional approach designed to address the needs of struggling adolescent learners in today's academically diverse classrooms. SIM provides instructional methods proven to close the gap for struggling learners while maintaining rigorous standards. The model is delivered through

the framework of a Content Literacy Continuum (CLC™). The primary goal of the CLC is to establish a coordinated school wide approach to improve literacy for all students in secondary schools. The campus CLC team works with the administrators, teachers, and staff to develop and implement a standards-based plan to improve content literacy which is tied to increased student performance on state assessments.

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.

AHS faculty will begin online courses through Harvard Graduate School of Education WIDE World: Professional Development which will allow for flexibility in enhancing their skills that are necessary to meet the needs of the students. AHS faculty will be eligible for additional stipends for additional trainings and professional development opportunities; their action research projects will allow opportunity for graduate school-level work with potential tuition assistance.

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

Hays CISD utilizes the CSCAPE curriculum instructional program that is research-based and vertically aligned from one grade to the next and is aligned with the TEKS. For elective courses that are not yet included in the CSCAPE bundle, Hays CISD fosters Curriculum Management Teams that develop elective-area curriculum alignment documents that meet the TEKS (locally called HayScope). Data are collected to identify and implement CSCAPE through principal calibrated walk-throughs as is the district-wide expectation for principals. Through TAKS results, analysis will allow for areas of success and of growth in the CSCAPE/HayScope program delivery.

HCISD will contract with Resources for Learning, LLC (RFL) to evaluate the Texas Title I Priority Schools (TTIPS) grant at Academy High School. The evaluation is aligned with research-based school improvement objectives and complies with the evaluation requirements of the TTIPS grant program.

Key evaluation activities include annually conducting five surveys, site visits (interviews, focus groups, and observations), analyses, and reporting. The evaluators will also participate in formative debriefing meetings as appropriate.

The evaluation identifies five objectives that research indicates are associated with school improvement.

In addition to tracking intermediate outcomes, as appropriate, the evaluators will work with HCISD to review and integrate into formative updates and annual reports district-collected data on student/campus outcomes aligned with TTIPS program-defined critical success factors.

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.

Through the campus PLC model, there will be the continuous use of student data to inform and differentiate instruction. Hays CISD utilizes Eduphoria: Aware by which teachers have regular and immediate assessment result information for formative, interim, and summative assessments. Hays CISD conducts its benchmark assessments (formative & interim) through Eduphoria to better capture trend data and to provide an avenue for meaningful PLC discussion. All Hays CISD teachers, including those at AHS, will demonstrate mastery in use of Eduphoria: Aware to locate, analyze, and differentiate student assessment results.

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

Through their PLC model, AHS faculty will determine how to extend the instructional minutes by 1) increasing the student time-on-task, 2) increasing the number of class minutes by decreasing minutes used for passing periods, and 3) increasing the opportunities for after-school learning

B. Provide ongoing mechanisms for family and community engagement.

The campus will add a Communities In Schools social work program. Similarly, through the comprehensive evaluation system, family and community input will be solicited, collected, and analyzed to determine appropriate student services.

IV. Provide operational flexibility and sustained support.

A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

Hays CISD supports the operational flexibility required to successfully administer the TTIPS grant program activities in conjunction with the practices best suited for an alternative high school of choice.

In support of this vision, Academy High School will have the opportunity to utilize the Optional Flexible School Day Program, particularly for the Phoenix Program housed at the campus. This program supports the credit recovery for students advanced in age, including fifth and sixth year seniors, and/or students with home-life requirements like small children of their own. Throughout the grant activities, Academy High School staff will investigate expanding and/or supplementing its Optional Flexible School Day Program.

Similarly, the Academy High School will have latitude with regard to its bell schedule. The principal, with teacher collaboration, will select a bell schedule that may include period blocking, extended project learning times, and community service. Teachers and students support the development of service or community learning to enhance their high school experience. The development of this schedule will begin in Summer 2010, and through data analysis, changes to the schedule may occur throughout the grant program, particularly as the instructional structure will best meet the needs of students.

Transportation will be available for Academy High School students, including the opportunity for AHS students to attend unique courses or programs housed at other campuses. Likewise, students' participation in courses, programs, service learning opportunities, or post-secondary visits will be supported to best meet the identified student needs.

Through the partnership with Austin Community College, AHS will foster its school-to-college transition plans with the College Connection program, which is a year-long plan for senior students to complete all necessary steps to be admitted immediately to ACC upon their high school graduation. Students complete required testing, advising, course selection, and financial aid processes. Additionally, Hays CISD supports through its CTE program and through its articulation agreement with ACC the opportunity for students to receive licensure and

certification for specialized programs.

The Academy Study team recommends the support the 21st century skill development for the AHS student body, and Hays CISD supports the upgrade in facilities and equipment to better meet their needs. This includes the creation of a wireless computer-based library. While some of these expenditures will be locally-funded, the grant program will support the development of students' 21st century skills, particularly with regard to online resources.

- 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).**

AHS will partner with Education Service Center XIII as its designated external lead partner organization and will also work through ESC XIII to implement the SIM/CLC professional development model.

The LEA/campus may also implement other strategies within the four components. Describe any other strategies to be implemented. Enter "N/A" if a particular optional strategy is not to be implemented.

I. Develop and increase teacher and school leader effectiveness.

A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school

N/A

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

Through the external evaluator partner Resources for Learning (RFL), AHS will measure its changes in instructional practices through RFL measurement tools and analysis reports.

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.

Teacher and principal consent for placement at AHS is a standard operating procedure in Hays CISD and we will continue this practice.

II. Comprehensive instructional reform strategies.

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

Through calibrated principal walk-throughs, regular reviews will ensure that the curriculum is being implemented with fidelity; likewise, there may be modifications to the curriculum at AHS given its special environment as an alternative high school of choice. The principal will participate in a district-level training "curriculum boot camp" provided by Dr. John Crain.

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

Through its guidance counselor and CIS program manager, AHS will implement a schoolwide "response-to-intervention" model that will regularly review students in high at-risk situations. Given that over 80% of the campus is identified at-risk, the RtI process will focus on students requiring second and third tier interventions.

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;

Teachers will have the opportunity to obtain their English as a Second Language endorsement throughout the grant period.

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

Teachers and students will have access to online learning supports including, for teachers, the Harvard Graduate School of Education WIDE World of online professional development series; and for students, they will have access to improved multi-media computing systems including both desktop and portable devices.

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;

AHS students will have opportunities to participate in dual-credit courses as offered through Austin Community College both on the ACC campus and at other Hays CISD campuses. The integration and monitoring of these services will be provided by the new, locally-funded student liaison teacher position at AHS.

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

N/A -- AHS serves students in grades 10-12.

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;

AHS faculty will participate in the Strategic Instruction Model/Content Literacy Continuum professional development that is specifically designed to help students at risk for dropping out. Likewise, AHS is a smaller learning community as it currently exists as the district's alternative high school of choice. Credit recovery and acceleration programs are offered to students and will be enhanced as evidence of student needs require.

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

AHS will work as a PLC to identify and support students at risk of failing, and this work will be coordinated through the Communities in Schools program manager in conjunction with the campus guidance counselor and principal. Given the small population at AHS, regular communication about students will be embedded into the AHS PLC model.

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;

AHS will partner with Communities in Schools, Greater San Marcos Youth Council, and Hays/Caldwell Council on Alcohol & Drug Abuse.

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;

AHS currently has an advisory period during which students, faculty, and staff build relationships.

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;

AHS will develop and become a Positive Behavior Support campus as is supported in the district initiative for all Hays CISD campuses.

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.

N/A

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	Improve Student Achievement in Reading/ELA, Mathematics, and Graduation Rates	09/2010	06/2013
	B	Improve Student Achievement in Reading/ELA, Mathematics, Graduation Rate, & dual enrollment participation rate; Implement Strategic Instruction Model (SIM) to increase instructional minutes and time on task	09/2010	06/3013
	C	Increase Ongoing Monitoring of Instruction through PDAS, walk-throughs, & teacher observations	09/2010	06/2013
2	A	Include formative & summative test results in formative planning to increase student-centered instruction	09/2010	06/2013
	B	Include external evaluation results in formative planning by improving the use of valid & reliable measures of important outcomes: leadership, school climate	09/2010	06/2013
	C	Include external evaluation results in formative planning	09/2010	06/2013
3	A	Addition of a School Improvement Coach to provide job-embedded professional development	09/2010	06/2013
	B	Extend professional development opportunities after traditional school hours/days	09/2010	06/2013
	C	Include results from leadership surveys in formative planning and educator growth plans including improving principal leadership in core areas & processes	09/2010	06/2013
4	A	Principal & site-based decision-making team research best practices in alternative education and increase instructional minutes & time on task	09/2010	06/2013
	B	Principal & site-based decision-making team shape school calendar to increase instructional minutes & time on task	09/2010	06/2013
	C	Utilize results from observations during teacher planning professional development to target areas for improvement	09/2010	06/2013
5	A	Include family/parent members & community members in 90-day action plan reviews	09/2010	06/2013
	B	Include annual parent & community focus groups in external evaluation activities and in 90-day action play reviews	09/2010	06/2013
	C	Include annual parent & community focus groups in external evaluation activities & add a Communities In Schools social worker	09/2010	06/2013
6	A	Increase attendance by improving student sense of belonging	09/2010	06/2013
	B	Decrease discipline referrals by implementing Positive Behavior Support program	09/2010	06/2013
	C	Increase invovlement in extra/co-curricular activities by encouraging involvement in and creation of extra/co-curricular activities as facilitated through the Student Liaison	09/2010	06/2013
7	A	Develop teacher appraisal instrument through action research project in conjunction with PDAS	09/2010	06/2013
	B	Use results from observations for planning job-embedded professional development through the School Improvement Coach; implement Strategic Instruction Model	09/2010	06/2013

	C	Utilize professional development opportunities to recruit and retain high-quality staff	09/2010	06/2013
GRANT FUNDS WILL BE USED TO PAY ONLY FOR ACTIVITIES OCCURRING BETWEEN THE BEGINNING AND ENDING DATES OF THE GRANT AS SPECIFIED ON THE NOTICE OF GRANT AWARD.				