

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY          Standard Application System          (SAS)</b>  <b>School Years 2010-2013</b>	<b>Corpus Christi ISD</b> Organization Name	178-904 County-District#
		Smith Elementary School Campus Name	178904134 Campus Number
		1746000581 9-Digit Vendor ID#	2 ESC Region
		105520017/10013 NOGA ID# (Assigned by TEA)	Amendment #

**Texas Title I Priority Schools Grant  
 Schedule #1 – General Information**

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

**Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA; CFDA # 84.377A & 84.388A**  
**Project Beginning Date: 08/01/2010** **Project Ending Date: 06/30/2013**

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

**Tier I**  **Tier II**  **Tier III**

**Part 1: Index to the Application**

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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

**Certification and Incorporation**

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

**Authorized Official**

Typed First Name	Initial	Last Name	Title
Doyne	Scott	Elliff	Superintendent
Phone	Fax	Email	

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

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

TEA DOCUMENT CONTROL NO.

**701-10-112-262**

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**Texas Title I Priority Schools Grant  
Schedule #1—General Information**

**Part 2: List of Required Fiscal-Related Attachments and Assurances**

For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the **back** of the application as an appendix.

1 <input type="checkbox"/>	<b>Proof of Nonprofit Status</b>
	<p><b>Required for all open-enrollment charter schools sponsored by a nonprofit organization:</b></p> <p><b>Check box to indicate that proof of nonprofit status is attached.</b> (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)</p>
2 <input checked="" type="checkbox"/>	<b>Assurance of Financial Stability</b>
	<p><b>Required for all independent school districts, open-enrollment charter schools, and education service centers:</b></p> <p><b>Check box to indicate assurance that audit requirements have been met.</b> All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.</p>
3 <input checked="" type="checkbox"/>	<b>Assurance of Submittal of Reviewer Information Form</b>
	<p><b>Required for all applicants:</b></p> <p><b>Check box to indicate assurance that reviewer information form will be submitted.</b></p> <p>All applicants are required to complete the Reviewer Information Form and to submit it online by <b>Thursday, May 6, 2010</b>. (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)</p>

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with <i>D. McAden</i>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>		<u>178-904</u> County-District No.	
	by telephone/e-mail/FAX on <u>9/17/10</u> by <i>S. Shuhan</i> of TEA.		<b>School Years 2010-2013</b>  Amendment No.	

**Texas Title I Priority Schools Grant  
Schedule #1—General Information**

**Part 3: Applicant Information**

**Local Educational Agency (LEA) Information**

LEA Name				
Corpus Christi Independent School District				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
P.O. Box 110	801 Leopard Street	Corpus Christi	TX	78403-0110
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
27	055123988	4ARQ9	4815270 <i>01087 SOS</i>	
Campus Name			County-District Campus Number	
Smith Elementary School			178904134	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
6902 Williams		Corpus Christi	TX	78412

**Applicant Contacts**

**Primary Contact**

First Name	Initial	Last Name	Title	
Yvonne	G.	Colmenero	Executive Director	
Telephone	Fax	Email		
361-886-9082	361-886-9166	Yvonne.Colmenero@ccisd.us		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
P.O. Box 110	801 Leopard Street	Corpus Christi	TX	78403-0110

**Secondary Contact**

First Name	Initial	Last Name	Title	
Debbie		McAden	Principal	
Telephone	Fax	E-mail		
361-878-2760	361-994-3681	Debbie.McAden@ccisd.us		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
6902 Williams		Corpus Christi	TX	78412

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**Texas Title I Priority Schools Grant**

**Schedule #4—Program Summary and Application Requirements**

**Part 1: Grant Program Information;**

**Summary of Program: Purpose and Goals**

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

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

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

**Allowable Activities**

**Tier I and Tier II Grantees**

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

**Tier III Grantees**

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

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

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

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**Texas Title I Priority Schools Grant**

**Schedule #4—Program Requirements**

**Part 2: Statutory Requirements**

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

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

**Part 2: Statutory Requirements**

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
14	Applicant provides assurance that it will establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances
17	<p>If the LEA/campus selects to implement the <b>turnaround model</b>, the campus <b>must</b> implement the following federal requirements.</p> <ol style="list-style-type: none"> <li>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;</li> <li>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"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ol> </li> <li>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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</li> <li>i. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ol>	Program Assurances

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

**Part 2: Statutory Requirements**

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
18	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>may</b> implement the following federal requirements. <ol style="list-style-type: none"> <li>a. Any of the required and permissible activities under the transformation model; or</li> <li>b. A new school model (e.g., themed, dual language academy).</li> </ol>	Program Assurances
19	If the LEA/campus selects to implement the school <b>closure model</b> , the campus <b>must</b> implement the following requirement. <ol style="list-style-type: none"> <li>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.</li> <li>b. A grant for school closure is a one-year grant without the possibility of continued funding.</li> </ol>	Program Assurances
20	If the LEA/campus selects to implement the <b>restart model</b> , the campus <b>must</b> implement the following federal requirements. <ol style="list-style-type: none"> <li>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.</li> <li>b. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol>	Program Assurances
21	If the LEA/campus selects to implement the <b>transformation model</b> , the campus <b>must</b> implement the following federal requirements. <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.               <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--                   <ol style="list-style-type: none"> <li>(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</li> <li>(2) Are designed and developed with teacher and principal involvement;</li> </ol> </li> <li>(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;</li> <li>(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</li> </ol> </li> </ol>	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>	<p>Program Assurances</p>
22	<p>An LEA <b>may</b> 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>	<p>Program Assurances</p>

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

**Part 2: Statutory Requirements**

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

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

**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"> <li>a. The Model Selection and Description Report must be submitted to TEA no later than <b>February 1, 2011</b>. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:               <ol style="list-style-type: none"> <li>i. Comprehensive Needs Assessment process.</li> <li>ii. Establish the grant budget by the required categories.</li> <li>iii. Identification and Selection of the intervention model.</li> <li>iv. Development of activities to implement selected intervention model.</li> <li>v. Development of Timeline of Grant Activities.</li> </ol> </li> </ol>

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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 <b>transformation model</b>, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.           <ol style="list-style-type: none"> <li>A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.</li> <li>B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</li> <li>C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</li> <li>D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:               <ol style="list-style-type: none"> <li>1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>2. Are designed and developed and with teacher and principal involvement</li> </ol> </li> </ol> </li> </ol>

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

**Part 4: TEA Program Assurances**

#	TEA Assurance Description
10	2. Comprehensive instructional reform strategies. <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul> 3. Increasing learning time and creating community-oriented schools. <ul style="list-style-type: none"> <li>A. Establish schedules and strategies that provide increased learning time; and</li> <li>B. Provide ongoing mechanisms for family and community engagement.</li> </ul> 4. Providing operational flexibility and sustained support. <ul style="list-style-type: none"> <li>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</li> <li>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).</li> </ul>
11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- <ul style="list-style-type: none"> <li>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</li> <li>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</li> <li>(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.</li> </ul>
12	An LEA may also implement comprehensive instructional reform strategies, such as-- <ul style="list-style-type: none"> <li>(A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;</li> <li>(B) Implement a school wide "response-to-intervention" model;</li> <li>(C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;</li> <li>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</li> <li>(E) In secondary schools--               <ul style="list-style-type: none"> <li>(1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;</li> <li>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</li> <li>(3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</li> <li>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</li> </ul> </li> </ul>

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

**Part 4: TEA Program Assurances**

#	TEA Assurance Description
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- <ul style="list-style-type: none"> <li>A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;</li> <li>B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;</li> <li>C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or</li> <li>D. Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ul>
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- <ul style="list-style-type: none"> <li>A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or</li> <li>B. Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ul>
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. <ul style="list-style-type: none"> <li>a. Number of minutes within the school year.</li> <li>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.</li> <li>c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)</li> <li>d. College enrollment rates. (High Schools Only)</li> <li>e. Teacher Attendance Rate</li> <li>f. Student Completion Rate</li> <li>g. Student Drop-Out Rate</li> <li>h. Locally developed competencies created to identify teacher strengths/weaknesses</li> <li>i. Types of support offered to teachers</li> <li>j. Types of on-going, job-embedded professional development for teachers</li> <li>k. Types of on-going, job-embedded professional development for administrators</li> <li>l. Strategies to increase parent/community involvement</li> <li>m. Strategies which increase student learning time</li> </ul>

**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).

Weldon Smith Elementary School will become a true learning organization based on a transformation of the school culture from one that is focused on processing and producing compliance to one that focuses on invention in the interest of true accountability. Our school will continue to build capacity of our teacher leaders to articulate values, to see and understand the effects of teaching at a school-wide level, and to make good collective judgments with respect to student work and teaching; and furthermore, to take corrective action, as necessary, in the seven critical success factors throughout the three year implementation program.

The most pivotal transformation initiative will be the systematic implementation of ongoing, high-quality, job-embedded professional development. Smith ES has experienced a vast change in staff over the last several years with three principals in the last five years, twelve district displaced teachers assigned to Smith, and ten newly hired teachers (with half leaving after two or less years) during the last five years. We must place a high priority on the fostering and support of professional development initiatives for teachers that will enable them to acquire the pedagogical skills required to implement rigorous, multifaceted, and constantly evolving curriculum and instruction. Smith Elementary School will design and implement a three-year comprehensive professional development plan that is aligned with the school's comprehensive instructional program to ensure that all teachers are ready to facilitate effective teaching and learning and that they have the capacity to successfully implement school reform strategies to meet the needs of our highly at-risk population. According to 2008-2009 Smith School Climate Survey, 68% of school personal enjoyed working at this school. Along with effective professional development, financial incentives to reward staff for meeting school achievement goals and increased opportunities for promotion and leadership will be implemented. These types of strategies will help our campus recruit and retain staff with the skills necessary to meet the needs of our highly at-risk population as we transform our campus.

Researchers indicate that Extended Learning Time (ELT) is one of several components necessary for student learning. Extending the school day at Smith ES will allow teachers and student more time to delve into quality, engaging lessons in both math and reading which will improve student achievement. Additionally, extended learning time will also lead to other desirable outcomes such as increased student engagement, citizenship, attendance, and positive school climate as the opportunities to provide more enrichment and interesting activities will be possible. Extending the school day will positively impact academic achievement as well as the socio-emotional development in our Smith ES students. According to research, using out-of-school time (OST) can be an effective way to boost academic skills, especially in younger children. Studies show that students in lower grades who attended OST programs increased their reading levels due to early intervention strategies. With our TAKS reading scores showing a 3% decline from 2003-2009 and also dropping 3 more points this year to 86%, this increased learning time will allow our campus to use various strategies to build a culture of literacy. OST programs will also provide the time and flexibility needed to accommodate students' different learning styles and developmental needs as well as to accommodate parents' work schedules as we offer evening parent education/involvement program.

Studies also show that extended learning time must be accompanied by other school qualities, including strong leaders, highly qualified teachers, high student expectations, highly engaged parents as partners with the school, and a safe and supportive school environment. These school qualities will also be instituted as part of our school transformation. As a Title I campus, 80.42 percent of our students are classified as economically disadvantaged, many of which live in government housing or apartments, and discussions with parents have indicated that students rarely travel far from home to experience the culture or activities in our community. We will build and foster a literate culture of learning focused not only on students at school but also in the home. Parent education is a priority as we truly partner with the parents providing flexible mechanisms for parent and community engagement. In order to ensure this, we will provide a strong instructional support system focused on teaching and learning headed up by administrative staff, academic teacher facilitators, and teacher leaders. Then, our Student Support Team consisting of guidance staff, health staff, and parent/community members will focus on student and parent well-being.

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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	38	93	81	77	93	72	72	0	0	0	0	0	0	0	526
Open-Enrollment Charter School															0
<b>Total Students:</b>	<b>38</b>	<b>93</b>	<b>81</b>	<b>77</b>	<b>93</b>	<b>72</b>	<b>72</b>	<b>0</b>	<b>526</b>						

Total Instructional Staff 35

Total Support Staff 6

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

1	TAKS Scores for the last ten years including Demographic Data
2	AEIS and AYP Reports for the last ten years
3	CCISD District Benchmark Data for Math and Reading
4	Reading Assessments---TPRI, Lexia, Directed Reading Assessments, STAR
5	Passing and failure rates via report card grades
6	District surveys of parents, students, and staff
7	Campus surveys of parents, students, and staff
8	Attendance Data
9	Behavior and Discipline Reports
10	Professional Development evaluations
11	STAR Technology Surveys School Reports
12	PDAS evaluations and classroom observation reports
13	RTI (Response to Intervention) reports and logs on students including parent conferences
14	Parent Involvement----Parent/Teacher Conference Logs, Meeting Attendance logs, evaluations of programs

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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.**

Campus staff and various stakeholders conducted a thorough data analysis of our end of year data to determine areas of strength and weakness. Then the campus design conducted a longitudinal study of the TAKS data as reported on the AEIS reports for the campus. Data that was reviewed included the following:

- A) Spring 2010 TAKS Results for students in grades 3,4,and 5
- B) Spring TPRI, Lexia, and DRA assessments regarding the reading levels of students in PK- 2
- C) Benchmark Assessment Data
- D) Report card grades---passing and failure rates---number of failing grades per teacher
- E) RTI Intervention Reports on Tier II students
- F) School Climate Surveys from the previous school year from parents, teachers, and students
- G) STaR Technology Campus Survey Reports
- H) Interviews with students and parents
- I) Parent Involvement and VIPS Sign-in logs
- J) Attendance and Discipline Reports for each six weeks

First, staff members met in vertical teams to analyze "what worked" and what didn't work" in our campus improvement plan. Then, the campus Planning and Decision Making team (parents, community and business members, and staff members) followed by the Campus Design Team met to further review data. As they reviewed data, discussions were also held about next steps for improving student achievement, professional development, and parent engagement.

Two members of the design team had also attended a full day workshop on conducting thorough comprehensive needs assessments prior to these meetings. During that extensive workshop, these two participants also worked collaboratively with district personnel to analyze data through a variety of new techniques. All of these meetings and discussions helped provide a "picture" of the school year in terms of "hard data."

Based upon the analysis of the longitudinal study of the TAKS data from 2003-2009, Smith TAKS scores have declined in all three subject areas of reading, writing, and math. Spring 2010 TAKS results did show an increase of plus 8 moving from 73% meeting standard to 81% meeting standard. On the other hand, reading showed a drop of 3 percentile points from 89% to 86% in the all students' population. Writing remained about the same---89% meeting standard—from last year to this year; but writing has shown a 5 point decline since 2003 when 95% met standard. Further analysis of the demographic data and the special populations, scores indicate that the Economically Disadvantaged and the At Risk students continue to score lower than the "ALL" student category. These two populations deserve our immediate attention as they are indicating that only 76% are meeting standard in math, and 83% are meeting standard in reading.

The campus will use the data from the data analysis to develop its professional development plan to include targeted professional development that is job-embedded. Furthermore, the intense data analysis by the various teams allowed for the teams to talk collaboratively about some next steps in order to help the school reach its goal. The team will also be completing a thorough comprehensive needs assessment Although an intense data analysis by the various teams and stakeholders was vital to our team writing the transformational grant, but it also helped give us a strong perspective about our progress in student achievement.

Realizing that ongoing data analysis is crucial to staying on target for any campus improvement plan, the stakeholders will continue to meet, bring forth data, and then analyze the different pieces of data. A comprehensive needs assessment is not a one time event....it is an ongoing, systematic process that needs focused attention and commitment to looking at data honestly and without pointing blame or giving excuses. Weldon Smith teachers, parents, students, and community members are eager and willing to continue to look at all pieces of data to ensure that our next steps are taken in the right direction to help our students.

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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.**

<b>1</b>	Smith ES Planning and Decision Making Team
<b>2</b>	Smith ES Vertical Teams of Staff Members (Math, LA, Science/SS, Parent/Community)
<b>3</b>	Parents, Community, and Business Representatives on the PDM team
<b>4</b>	Smith ES PTA Executive Board
<b>5</b>	Campus Design Team—Teachers, Counselor, Administrators, Instructional Teacher Advisor, Parent Facilitator
<b>6</b>	Parent Surveys
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	

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

**Part 2: Project Management**

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

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

The Executive Director for Special Programs will oversee the District Shepherd who will manage, monitor, and evaluate on a day-to-day basis the start-up and implementation activities of the Texas Title I Priority Schools Grant to ensure successful implementation and operation of the transformation model during the in-school day as well as before-and after-school tutoring and extended learning, Saturday school, summer school and other instructional programs. The role of the District Shepherd is to manage, monitor and support the campuses by observing, visiting, and solving problems as they arise. Using daily calendars, hourly schedules, eduphoria - the web-based curriculum management system, educator and student attendance reports, progress reports, evaluation reports, student achievement data, and site visits, the Executive Director along with the Director for NCLB, and the District Shepherd will provide for the coordination and regular collaboration of the stakeholders-including each member of the Design Team, the principals, teachers, parents, counselors, and teachers. The District Shepherd will also assist with the replacement and recruitment of qualified staff, monitor the progress of 90 day action plans, and ensure the campus is provided operational flexibility.

The campus implements a Title I, Part A schoolwide program. As such the school may appropriate Title I, Part A, and State Compensatory Education funds to supplement the regular educational program. CCISD follows the State of Texas guidelines regarding the site-based decision-making process mandated for all Texas school districts. The process enables stakeholders at the campus to make decisions regarding planning, budgeting, curriculum, staffing patterns, staff development, and school organization to improve the educational outcomes of the school.

Through the process of periodic collaboration, teachers will use professional development to create high levels of learning for all students. Ongoing professional development that addresses the needs of minority and under-represented groups will meet the goal of increasing success for all students. In an effort to provide high-quality instruction for all students, including students with disabilities, teachers will receive professional development in the areas of contextual and problem-based learning and student-centered approaches. The intent is for teachers to incorporate differentiated instruction into teaching methods to improve achievement levels of all students. Leadership coaching will build capacity to cultivate campus/district administrators and teacher leaders. Online professional development will offer multiple venues for engagement in various types of learning.

In addition, different departments and offices will facilitate specific needs outlined in the transformation of the campuses. Program Specialists will provide support to the campuses by offering instructional support and by ensuring the campuses are in compliance with the TTIPS Grant. Content instructional program coaches will also provide instructional support. Their expertise in the core disciplines will guarantee the use of best practices at the campus. The School Services Director will be available to campus administrators to assist in the implementation and evaluation of the TTIPS Grant. The department of transportation and facilities will provide flexible hours of operation for the students participating in the grant initiatives.

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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.

Corpus Christi Independent School District believes that effective consultation with stakeholders generates invaluable information, insights and learning that can be used to shape services in accordance to stakeholder requirements. Involving stakeholders in the planning process of a program-through program development, implementation, and evaluation-increases the likelihood that a program will address relevant concerns and will be well received and utilized. A communication and consultation strategy will be used to communicate and consult with stakeholders. The strategy covers a long-term commitment starting from the development of the school intervention model all the way through to implementation of individual school vision. The strategy will ensure continuous rigorous effective communication and consultation with stakeholders working towards agreed principles, using proven methods, best practices, and exercising transparent and accountable judgment to provide leadership as to the most appropriate way to implement and sustain the school intervention model.

The following stakeholders key to the success of the project were informed about the transformation model and given the opportunity to provide feedback/recommendations:

**TTIPS School Improvement Committee:** A group composed of school administrators, teachers, parents, business and community leaders, and students who are appointed.

**Instructional Cabinet:** District-level supervisors under the leadership of the Assistant Superintendent (AS) for Curriculum and Instruction and the AS for School Leadership Services.

**Stakeholders:** Representative group of individuals from the school's internal and external publics who have an interest in the school including parents, students, teachers, administrators, support staff, local businesses, elected officials, and community citizens.

Administrators and teacher leaders developed a grant action plan for involving stakeholders. A preliminary school intervention model was established after stakeholder review. Various methods of stakeholder consultations were used, such as, interviews, surveys, meetings, workshops, round tables, and focus groups. Input was solicited from district and campus leadership, campus staff, parents, community members, PTA members, students, Communities In Schools, and other stakeholders.

The CCISD Instructional Cabinet met to review the major initiatives for the grant proposal. The cabinet consists of the aforementioned Assistant Superintendents, Executive Director for Special Programs, Executive Director for Instructional Support, Executive Director for Assessment and Accountability, Director for No Child Left Behind, Director for Elementary Curriculum, Director for Secondary Curriculum, Director for College Readiness, Director for Special Education, Director for Leadership Development, Director for Student Services, and Directors (5) for School Services. The Director for *No Child Left Behind* presented the grant initiatives, and team members reviewed the ideas and provided feedback.

Data about the campus was collected and analyzed (i.e., school mission, survey of stakeholders, student and staff demographic data by total school population as well as subgroups within the school, district mission, goals and ends indicators, student, parent, and staff feedback) by the TTIPS School Improvement Committee. Additional information from the Instructional Cabinet was included as well. Based on the preceding analyses of the collected data, a draft action plan was developed by the TIPPS School Improvement Committee to include schoolwide goals, strategies, and targets as well as by subgroups within the school.

Assessment of the plan is ongoing with modifications made as goals are achieved and as otherwise needed. The District Shepherd will communicate with district and campus staff to ensure assessment is used to target objectives of the project to maintain program fidelity. Formal and informal communication with stakeholders is ongoing and necessary to successful school wide implementation. Communication avenues will include meetings, conference calls, newsletters, email, posters, voicemail, texts, tweets, and lunch meetings.

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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.

Fidelity of implementation is the delivery of instruction in the way in which it was designed to be delivered (Gresham, MacMillan, Beebe-Frankenberger, & Bocian, 2000). Implementation of the grant program will be administratively directed by the Office of Instruction and Curriculum under the supervision of the Assistant Superintendent for Curriculum and Instruction and the Executive Director for Special Programs. The District Shepherd will monitor the implementation process to ensure that the district maintains operational flexibility and avoids barriers to the grant project.

The following methods will be used for determining if the intervention program is implemented with fidelity. Observations are considered the best method or most credible method for checking on fidelity. The *Instructional Rounds in Education* model will be incorporated in the district to make such observations. The process entails teacher leaders who are trained to watch the intervention (i.e., a lesson) "in action," document program sessions (using notes and/or audio/videotapes), and rate the intervention against an established rubric. Self-reports ask the program implementers to self-reflect on specific details of the intervention. The following strategies will encourage program implementers to complete assessments honestly and objectively; **(a.)** The importance of the self-reflection will be emphasized and how the information is used will be explained. **(b.)** Self-reflection will not have an impact on job performance ratings. **(c.)** Self reports will need to be completed on the day of program delivery. **(d.)** A self-reflection collection schedule will be created and maintained. Other methods will include structured "check-ins" at regularly scheduled staff or faculty meetings for collaboration. Regular and frequent communication regarding student academic performance will be communicated daily through email, phone, documents, and classroom observations.

To maximize and integrate the use of resources, facilities, and utilities, the District Shepherd and the Grant Budget Specialist will collaborate with the Comptroller, the Energy and Facilities Manager, and the custodial and maintenance staff. Specific proactive practices will help ensure fidelity of implementation. They are: **(a.)** linking interventions to improved outcomes (credibility), **(b.)** definitively describing operations, techniques, and components of the intervention model, **(c.)** clearly defining responsibilities of specific persons, **(d.)** creating a data system for measuring operations, techniques, and components, **(e.)** creating a system for feedback and decision making (formative), **(f.)** creating accountability measures for non-compliance, and **(g.)** support systems will be designed to provide feedback and professional development opportunities to all staff.

Campus will be extending the learning time for students daily at least thirty minutes in order to increase learning time for academics, enrichment, and service learning time. This is a change in practice from other schools in the district.



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

The district will align other resources for the school improvement interventions by ensuring federal, state, and local funds are utilized in compliance with federal, State, and district guidelines to supplement the regular education program and the TIPPS Grant. The campus will continually review and update the comprehensive needs assessment and campus improvement plan to ensure all needs are addressed with a coordination of funding sources. Local, State Compensatory Education, Title I, Part A, and Title I ARRA funds will be analyzed to ensure the most efficient use is achieved. District offices will collaborate to plan for resources and services to the campus and avoid duplication of effort. The district will ensure content area specialists and coaches are available as instructional resources and budgetary support. Additionally, the district will utilize the School Improvement Resource Center and the Education Service Center, Region 2, for technical assistance and professional development.

The program manager and district personnel will monitor activities and budget expenditures on a monthly basis to track progress on the project’s timeline. The effectiveness of grants funds will be leveraged by the use of existing district and campus resources. Active involvement and monitoring by the District Shepherd and Executive Director for Special Programs will ensure coordination with relevant district programs. Partnerships with community stakeholders will facilitate a greater sense of purpose and sustainability. Locally, many businesses and industries have committed to the support of CCISD schools.

Campus personnel will work closely with the following community partnerships as these community partners will help to provide valuable lessons, guidance, and resources for our students and families.

- 1) The Council on Alcohol and Drug Abuse---Life Skills Program during the day and Life Skills club after school
- 2) Big Brothers and Big Sisters
- 3) Nueces County Medical Society Alliance----sponsorship of reading books for our families and students
- 4) Texas A & M University

Parents are also a valuable resource for our students and our campus. They not only will volunteer to work at the campus by helping teachers and working with students, but they also support many programs and activities held at our campus. PTA Executive Board and PTA members meet regularly and help provide valuable input to our campus regarding various initiatives and programs implemented for their children. The PTA also works to support the parents and family members by providing educational programs to help with parenting and social issues. Parent members on our campus Planning and Decision Making Team attend meetings and retreats regularly, and they provide the “parent perspective” as we develop and monitor our campus goals and improvement plans. Through continuous parent conferences, teachers and other staff members partner with parents to ensure that our campus provides the best education possible for their children. These conferences also provide the Campus Design Team and teachers with ongoing information about how parents “feel” about our school, our school climate, and our academic program.

Campus teams (horizontal, vertical, PDM, Instructional Council, Student Leadership Group) comprised of all stakeholders will meet regularly throughout the year, and the TTIPS grant will be on each agenda to ensure that discussion is held to gather input about the implementation of the grant and to determine if any changes/additions need to be addressed in our improvement strategies or funding.

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

Debbie McAden has over 23 years as an administrative leader in elementary and secondary schools within Corpus Christi Independent School District. She received her Bachelor of Arts degree in Elementary Education from the University of Arizona in 1973 and her Master of Arts degree in Education from Corpus Christi State University in 1978. In 1987, she was appointed principal of Carroll Lane Elementary and served as principal there for five years. Then, she became the principal of Meadowbrook Elementary School for six years. Then in the years of Academic Standards and Middle School Reform, she was asked to go to Hamlin Middle School to lead the school in Academic Reform. During her tenure as the principal at Hamlin Middle School for eleven years, she led the campus in standards based reform as they also underwent middle school reform. Working with a private grant in the middle school reform era, she led her school to be the first middle school in CCISD to be a "Recognized" Campus. The campus maintained the rating until the new TAKS test arrived. She was the leader of the campus as they implemented two more grants that indeed transformed the campus. A three year "More Accountable Schools" Grant that focused on professional development initiatives and Literacy Across the Curriculum brought the campus TAKS reading scores back into the high 90s. Then, the campus applied for the TIPS grant....Technology Grant....and was awarded the grant. Implementation of the TIPS grant focused on the integration of technology through the use of laptop computers by every child in the sixth grade.....anytime, anywhere learning. It was during this time, that she became very knowledgeable of technology tools and effective ways to ensure that her teachers integrated technology into content classes. Again, student achievement continued to improve both in math and reading areas.

At the beginning of this school year, she found her way back to elementary school....where her journey began as an assistant principal and principal more than twenty-five years before. Now, at Smith Elementary School in Corpus Christi ISD, she became the leader of a Title I school. Since she began to teach in the first gifted and talented school in Corpus Christi and now that she is the principal leader at a Title I school, she is up for the challenge to help bring the scores and student achievement to exemplary levels. Having worked in several schools where change was necessary to bring about improved student achievement and also to build the capacity of the teachers as teacher leaders, Mrs. McAden is ready and willing to lead the teachers in transforming the school to meet the needs of the students and families so that they can soar to excellent levels of learning. It is evident through Mrs. McAden's experiences in reform initiatives that her educational goal is for all students to reach high expectations of learning and to do so in positive, optimal learning environments. As project manager for this grant, she has the expertise and the experiences to implement a comprehensive professional development plan that will develop capacity for leadership among her teachers and also to design engaging, relevant, and challenging lessons that will improve academic achievement for these students.

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**Part 2: Project Management Cont.**

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

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

Within the education community, from the superintendent of schools to district administrators, the vision for all students is more defined as programs are aligned and tailored to the needs of the campus. With a high mobility rate, lack of community support, and teacher effectiveness, it has become evident to the education community that campus administrators and teachers must become change agents if they are to transform school environments. The campus administrator must create a campus culture of high expectations for teachers and students if the district is to reach the goal of becoming a World Class School System, and the Office of Special Programs will oversee the District Shepherd who will manage the grant project(s). The District Shepherd's role will include regular and frequent communication with district administrators, campus administrators and staff, and stakeholders, and will occur through on-going monitoring and feedback by means of site visits, e-mail and telephone communication, written reports, budget review, and formative and summative evaluations for each campus. The District Shepherd will be housed under the direct supervision of the Executive Director for Special Programs. The Director for No Child Left Behind (NCLB), who reports directly to the Executive Director for Special Programs, will serve as a guide to the District Shepherd. The Executive Director for Special Programs will communicate frequently with the Director for NCLB and will serve as liaison between the Assistant Superintendent for Curriculum and Instruction and the Assistant Superintendent for School Leadership Services. The Assistant Superintendent for Curriculum and Instruction will provide support to campuses by utilizing central office Curriculum and Instruction staff to help teachers implement the curriculum and assist with instructional delivery. The Assistant Superintendent for School Leadership Services will support campuses by dispatching School Leadership Directors to campuses to assist with school planning, school operations, principal coaching, and accountability.

Considering that the sustainability of grants lies in building capacity, it is critical that the District Shepherd works with campus administrators and teachers in order to sustain the program after the completion of the grant. Once the knowledge base of an educator is expanded, learning cannot be erased.

Assistant Superintendent for Curriculum and Instruction		Assistant Superintendent for School Leadership Services	
Executive Director for Special Programs			
District Shepherd	Director for No Child Left Behind	Director for School Leadership Services	
Principals			

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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).

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

The Corpus Christi Independent School District fully and whole-heartedly supports the Texas Title I Priority Schools (TTIPS) Grant. The district will seek other funding sources, such as state, federal, and private grant opportunities so the campus can continue to implement strategies initiated in the TTIPS Grant. Campus administrators and teachers will stay current on the methodology used in the transformational model and reinforce the strategies on the campus. The implementation of this plan will become institutionalized as self-sustaining over time. The focus on proactive leadership, effective instructional practice, and the use of diverse data sources will drive improved student performance. It is the intent of the Corpus Christi ISD to continue the evolution of the proposed activities beyond the scope of the grant period until the campus is recognized as one of the premier institutions of learning in the State. Other discretionary funds, state funds, and federal funds, such as Title I and Title II programs, will be used to ensure the academic programs continue. The Corpus Christi Educational Foundation, a nationally recognized community-based non-profit organization, provides leadership development and activity programs, supports the iAchieve Grant program, promotes special events, and awards grant projects to individual campuses. The district will pursue funding from the Foundation.

The district has framed its professional development plan over the next several years to include targeted professional development that is job-embedded and integrates technology that assist TTIPS teachers in addressing the unique needs of their students. Additional professional development for TTIPS school personnel and participation in the National Staff Development Council Summer Conference will be sustained.

The commitment of the district/campus administration, campus staff, and the Board of Trustees is constant. All stakeholders realize the importance of sustaining effective intervention projects. The TTIPS School Improvement Committee will meet on a regular basis to evaluate and ensure all grant initiatives are implemented appropriately.

Campus leadership personnel will monitor teachers and staff for the continued implementation of research-based strategies learned in the professional development sessions. New staff members will be scheduled to receive the training in order to internalize the mission of the campus and effectively work with the students. Staff members who are not successfully implementing the strategies will be coached by campus leaders and teachers well-versed in the procedures. Retraining and/or updated training will be arranged as needed. Staff members who are effectively implementing the strategies (based on good data-driven results) will be selected to become model instructors.

Parental education and involvement activities that are part of the grant project will become part of the regular parental involvement program at Weldon Smith Elementary School. Training that is aligned to the professional development offered to staff members will be adapted and provided to parents. Parents will be well-informed to the performance demands of the curriculum and assessments required of their children. Parent contact logs will be reviewed for the number and frequency of consultations.

District-level personnel will work collaboratively to ensure the reform efforts and innovative programs are sustained. The Director for School Services assigned to the campus will supervise the principal in the day-to-day operations of the school and communicate accolades and needs to the Assistant Superintendent for School Services. The Assistant Superintendent for Curriculum and Instruction will continue to solicit feedback on the district curriculum and offer support for revision and refinement of the documents. Title I Services will continue to offer technical support to the campus through the coordinator for Title I Services and the Program Specialist assigned to the campus.

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<p><b>Part 2: Project Management Cont.</b></p>		
<p><b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><b>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.</p>		
<p>The district will recruit external providers first by following the district guidelines as specified by Texas Statute, School Board Policy, and the district Office of Purchasing. A clear description of the service or profile of the personnel that is needed will be created. The type of company or individual that would be recruited would be those who utilize best practices, engage in research-based strategies and interventions and are considered "experts" in their content areas or fields. The next step taken by the district would be to select from an approved district vendor list or advertise through multiple avenues such as online, in the newspaper, through professional organizations, and university career centers.</p>		
<p>The district will screen potential external providers by conducting background checks, reviewing credentials/resumes, verifying past employment, and contacting references. In addition to this, another measure taken to ensure quality would be to determine if the individual or company indeed utilizes research-based, best practices by asking for a proposal as to how their service will improve student achievement and meet the intent of the grant project. An analysis will be conducted in accordance with Texas Education Code paragraph 44.031(b) that includes consideration of the price, reputation of vendor, years of experience, qualifications and/or certifications, quality of service, and extent to which services meet identified needs.</p>		
<p>The district will ensure quality by selecting external providers who meet the following criteria:</p>		
<ol style="list-style-type: none"> <li>1. Demonstrated record of effectiveness in increasing student academic achievement of students in subjects relevant to meeting the State's academic content (TEKS) and student academic achievement standards (TAKS).</li> <li>2. Capable of providing instructional services that are: <ol style="list-style-type: none"> <li>(a) High quality, research-based, and designed to increase student academic achievement.</li> <li>(b) Consistent with the instructional program of the district.</li> <li>(c) Aligned with State academic content (TEKS) and student academic achievement (TAKS) standards.</li> <li>(d) Secular, neutral, and non-ideological.</li> </ol> </li> <li>3. Financially sound.</li> <li>4. Able to provide services consistent with applicable federal, State, and local health, safety and civil rights laws.</li> <li>5. Evaluation results demonstrate that the provider's instructional program has improved student achievement.</li> </ol>		

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**Site Visits** – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.

The campus will use the following rubric to determine if a site visit is a responsible use of resources and if the site meets the need of the visiting campus. As a result of the site visit, the local campus would expect to gain a solid understanding of the intervention model and its components in action with students and staff; become aware of potential issues and solutions for those issues; take an account of the resources required for implementation; and determine how to best implement the intervention.

Criteria	Level 3	Level 2	Level 1
Similar demographics	The site of the visit has almost all demographics that match the campus implementing the intervention.	The site of the visit has some demographics that match the campus implementing the intervention.	The site of the visit has almost no demographics that match the campus implementing the intervention.
Ability to accommodate campus group	The site of the visit is able to accommodate a group of six to ten key staff member of the campus implementing the intervention	The site of the visit is able to accommodate a group of three to six key staff member of the campus implementing the intervention	The site of the visit is able to accommodate a group of three or less key staff member of the campus implementing the intervention
Availability of site staff to answer questions	Staff members of the site of the visit have a high level of availability to answer question from the campus implementing the intervention before, during, and after the site visit.	Staff members of the site of the visit have a moderate level of availability to answer question from the campus implementing the intervention before, during, and after the site visit.	Staff members of the site of the visit have a low level of availability to answer question from the campus implementing the intervention before, during, and after the site visit.
Access to observe implementation	The site of the visit allows a high level of access for observation of the intervention being implemented.	The site of the visit allows a moderate level of access for observation of the intervention being implemented.	The site of the visit allows a low level of access for observation of the intervention being implemented.
Level of success	The site of the visit has achieved a high level of success on the state assessment.	The site has achieved a moderate level of success on the state assessment.	The site of the visit has achieved a low level of success on the state assessment or the intervention has not been implemented long enough to determine success on the state assessment.
Cost of travel	The cost of travel is minimal.	The cost of travel is moderate.	The cost of travel is high.

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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.

**Not Applicable**

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

**Part 3: Intervention Model**

**Section A: Intervention Model Selection Process**

**Intervention Model to be Implemented** – Indicate the model(s) being *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).

Weldon Smith Elementary School staff along with Corpus Christi ISD staff members conducted a thorough data analysis of student achievement data, parent and community involvement, attendance, and discipline data for Weldon Smith Elementary School. A longitudinal study of the State Assessment, Texas Assessment of Knowledge and Skills (TAKS), indicates a decline in math scores over the last few years; and also reading and writing scores also have shown a decline. This data provides strong evidence that the school needs comprehensive reform strategies. Next, the district staff, campus staff, campus Planning and Decision Making (PDM) Team, and other parents reviewed the four federally prescribed models and made a decision on implementation of the **Transformation** model for Weldon Smith Elementary School based on the targeted needs of the school.

There are several reasons, along with supporting evidence, as to why the Smith staff, Smith PDM, and the CCISD leaders believe that the **Transformation** model is a "great fit" for Weldon Smith Elementary School. First, school leadership was replaced during the 2009-2010 school year. The principal who came to Smith Elementary School brought years of experience with her as she has led other campuses through change based on professional development initiatives and academic initiatives with positive results at all previous campuses. The assistant principal also was new this past year, and he also brought experience as an administrator from both an elementary school and middle school. Secondly, the campus staff members are ready and anxious to adopt comprehensive instructional programs that will transform the school into one that engages students in relevant, interesting, and engaging student work leading to improved student achievement in all core curricular areas. The staff is also anxious to further partner with parents, parent organizations, and community-based organizations to create a positive, safe, and caring environment that meets the students' social, emotional, and physical needs through inventive and non-traditional methods and activities. Furthermore, having the opportunity to extend and restructure the school calendar to provide extended learning time in order to meet the diverse needs of our student and parent populations is not only exciting to our stakeholders but also a necessary initiative that is strongly supported in research as a true best practice. Schools should be the center of community activity, and all stakeholders are committed to creating a community-oriented school which also was a requirement for the **Transformation** model of intervention.

The campus staff and stakeholders that selected the Transformation Model and its requirements are anxious to begin the improvement strategies in August 2010 and have chosen immediate implementation. A Campus Design Team comprised of administrators, teachers, counselor, and other staff members has already been selected and will be ready to attend Summer Training in July 2010. The Corpus Christi Independent School District and Weldon Smith Elementary School propose the following transformation project to begin August 2010 through June 2013 with the following main program improvement strategies:

1. Improve the student academic performance in the area of mathematics and reading/language arts through a comprehensive instructional program that is research-based and vertically aligned with State academic standards.
2. Increase teacher and school leader effectiveness through a systematic approach to job-embedded professional development based on rigorous, transparent, and equitable evaluation systems and also through incentives to reward teachers and school leaders for achievement of targeted goals.
3. Provide a TEKS-aligned curriculum that is relevant, engaging, and career-focused while continuously enhancing strategies and structures to make the school more personal and meaningful for students to be successful not only in academics but also socially, emotionally and physically.
4. Rapidly build a solid, positive parent and community involvement program where the school partners with parents, parent organization, and community-based organizations, health agencies, and other State and local agencies to create a safe, caring, and supportive school environment that meets both the students' and parents' needs.
5. Use data to drive decisions about next steps for professional development and for decisions about curriculum, instruction, And assessment that will be vertically aligned and that will meet the needs of all students.

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**Schedule #4B—Program Description**

**Part 3: Intervention Model**

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

6. Utilize flexible scheduling and restructuring of the regular school day in order to increase the learning time for students, parents, and teachers. Extend the learning time for all stakeholders—campus staff, students, parents—by implementing a school calendar that not only extends the daily academic learning time for students but also includes evening hours, Saturdays, and summer days to provide ongoing mechanisms for learning engagement for staff, parents, and students.

The most pivotal transformation initiative will be the systematic implementation of ongoing, high-quality, job-embedded professional development. We must place a high priority on the fostering and support of professional development initiatives for teachers that will enable them to acquire the pedagogical skills required to implement rigorous, multifaceted, and constantly evolving curriculum and instruction. Smith Elementary School will design and implement a three-year comprehensive professional development plan that is aligned with the school's comprehensive instructional program to ensure that all teachers are ready to facilitate effective teaching and learning and to ensure that they have the capacity to successfully implement school reform strategies.

Teacher education becomes ever more important as we continue to recognize and acknowledge the particular and challenging skills that teaching requires. Our students deserve the very best literacy instruction; whatever challenges they will meet in their future, literacy will be an essential tool. Our teachers must be skilled enough to turn all children into competent readers and writers. Professional development will focus on strategies/methods for creating a culture of literacy, differentiated instruction, and lesson design for conceptual units of study based on the Working on the Work (WOW) framework, technology integration, subject specific pedagogy, strategies to improve school climate and behavior, and instruction that reflects a deeper understanding of the needs of our community. Teachers will continue participation in smaller professional learning communities as they develop integrated, engaging student learning opportunities using the WOW lesson design framework. Furthermore, professional learning communities will continue with the design and inclusion of a variety of assessments into their curriculum lessons, technology integration, delivery strategies, and assessment contexts of the campus coursework. Throughout the three years, the professional learning communities will continue to evolve and flourish as both campus leaders and teacher leaders share their expertise and best practices in collaborative sessions.

The campus will redesign the school schedule to support regularly scheduled professional learning communities. The schedule will reflect monthly full-day job-embedded professional development sessions to address campus and course-specific teacher learning needs. In addition to the monthly full-day meetings, the schedule will also reflect some Professional Learning Communities (PLC) days during which grade level or vertical smaller learning communities will meet to analyze data, design quality lessons, review student work, and to study and learn about best practices. On a weekly basis, the campus will participate in one-hour professional development sessions that address lesson design, campus climate, student differentiated learning needs, literacy development, vertical planning for various subjects, campus initiatives as identified in the Comprehensive Needs Assessment and the Campus Improvement Plan. In addition to these professional learning opportunities, staff will attend summer learning academies and Saturday sessions.

All professional development improvement strategies will begin during the first year of the grant. Hiring effective teacher facilitators will need to take place as soon as funds become available. These facilitators will also need development in becoming great coaches who can guide teachers to become reflective in their teaching practices. Additionally, supporting teachers with campus-based professional learning opportunities in which they apply learning to lesson design and instruction will be critical in the implementation of the new programs and "best practices." As teachers develop into campus leaders, it will become necessary for campus administration to also participate in teacher professional development. In order to secure implementation and monitor program integration, it will be necessary for campus leaders to experience similar learning opportunities. Furthermore, as key teachers become campus leaders, they will assume the role of trainers for other campus staff.

As we transform our school, we will implement strategies that extend learning time and create a community-oriented school. First, we will extend the learning time for students with a daily schedule that increases the school day at least thirty minutes. We do plan to implement during the first year of the grant. As we implement the three-year TTIPS grant, we will continue to review data to ensure that our proposed schedules and strategies providing increased learning time are effective in improving student achievement. If the extended learning times need adjustment to meet the needs of our students or parents, then the campus design team will propose/implement the necessary changes. We will also expand the school program to offer full-day pre-kindergarten for our four year old children rather than the current half day program.

Furthermore, we will partner with parents and parent organizations, community-based organizations, health clinics, and other State and local agencies to create a positive, safe, caring school environment that meets students' social, emotional, and health needs. In creating our community-oriented school, we will restructure the working hours for "key" school personnel so that they will be available to provide ongoing mechanisms for family and community engagement beyond the regular school day and week. For example, social worker will be hired and will work until 8:00 p.m. each evening and on Saturdays in order to meet the working parents' schedules. This flexible

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**Schedule #4B—Program Description**

**Part 3: Intervention Model**

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

schedule will also allow the social worker to have time to go into the homes when both parents and children are there to offer homework suggestions or other parenting type activities. Our campus design team has some wonderful activities planned to ensure that our school becomes the “hub” of community activity. A couple of the strategies will be implemented during year two of the grant, but during the first year we will build and foster partnerships with local community agencies and resources to bring the community “alive and well” into our campus for both students and families.

Another most important factor in transforming a school is instilling a commitment to analyze data and then to allow the data to drive our decisions. Beginning with a data dig, the campus leadership and an external partner will share responsibility for ongoing evaluation of the transformation model for intervention and the improvement strategies. In particular, the team will gather data from various sources to ensure that student achievement on the State assessments are primarily and directly affected. The team will explore factors that may have a negative affect and will make efforts to redirect or eliminate them as necessary. They will also continue to explore factors not previously considered critical in the transformation of our campus.

The campus leadership, including the project manager, will continually assess the implementation and effect of improvement strategies of the Seven Critical Success Factors through collection of various data pieces. Regular and frequent communication with all stakeholders will occur through on-going monitoring and feedback by means of site visits, email and telephone communication, written reports, budget review, and formative and summative evaluation. At the campus level regular small and large group meetings will be conducted to review timelines, progress, upcoming activities and improvements, to the transformation plan. Planning and Decision Making team members, including parents, community, and business members as well as staff will review the grant objectives, improvement strategies, and outcomes to make recommendations for change as needed. In addition, regular progress and update meetings will be held throughout the life of the grant to provide both accountability and transparency to all stakeholders.

During administrator meetings, classroom walkthrough data will provide feedback regarding the application of “lessons learned” from professional development. Administrators will collaborate to discuss the level of application and discuss implications on the context of the professional learning communities. They will also have the opportunity to learn more about how to manage a data dig to answer necessary questions and allow other factors to surface before they become problematic. Administrators will also facilitate coaching sessions using the Schlechty Center’s *Coaching for Design* protocol in which they facilitate lesson design with critical coaching questions to guide lesson design focused on creating engaging and authentic lessons based on the needs and interests of students. Students and parents will provide feedback through surveys and engage-o-meters to the WOW campus design team. Parents will also have several opportunities to view student products and student work highlighting their understanding of concepts and the integration of technology. The campus design team will meet regularly for collaborative planning to consider changes necessary to various sectors of the campus in order to support a reform framework that will accomplish long-lasting high student achievement.

Considering that the sustainability of the grant lies in the transforming of professional learning communities, it is most critical to capture and secure the beliefs and input of the teachers and campus administrators. Once the knowledge base of an educator is expanded, learning cannot be erased; and to capitalize on their learning as evidenced in lessons and instruction in the classrooms, will optimize the sustainability of the transformation program. Ultimately, securing increased long term student achievement on State exams will serve as necessary feedback to make crucial adjustments. In the short term, student achievement as evidenced in classroom coursework and attendance will provide feedback essential to modify/amend the application directly influencing student learning and achievement. Teachers will also have the opportunity to employ Schlechty Center protocols for analyzing lessons and student work to gain insight into the degree of student engagement, the degree to which students meet expectations and understand concepts, and the degree of technology integration to maximize student interest while maintaining content standards required by the State.

The use of Schlechty Center protocols is planned to begin in the Spring of 2011 allowing teachers and leaders to follow best practices while designing engaging, relevant lessons and evaluating student work. Dowson & McInerney, 2001; Hancock & Betts, 2002; Voke, 2002, state that “engaged students learn more, retain more, and enjoy learning activities more than students who are not engaged.” In the article “Student Engagement and Its Relation to Quality Work Design: A Review of the Literature,” Elizabeth R. Bowen affirms that engaged students fit into one of the ten areas of quality work suggested by Schlechty in the Working on the Work (WOW) component of the framework. The campus leaders will improve their collaboration with the academic team; and by doing so, their objective is to actively participate in affiliated monthly program meetings to conduct review of student data and to coach teachers and teacher leaders. The principal will share information and disseminated data during stakeholder meetings. The principal and ITA will facilitate the meetings, with ultimate and final decisions being made by the principal.

School climate is often a major element in discussions about improving academic performance and school reform. It is also analyzed when looking for potential solutions to problems such as bullying, inter-student conflicts, character education, and moral education. Research shows that school climate can affect many areas within schools including academics, attendance, and behavior. There are several key factors that fit into the realm of school climate encompassing quality and experiences of students’, parents’ and school personnel’s experience of school. A positive school climate has been associated with fewer behavioral and emotional problems for

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students (Kuperminc et al., 1997).

School climate research also suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior (McEvoy & Welker, 2000). To help increase student attendance, decrease behavioral issues, and increase involvement with after school programs that help develop a student's self perception, healthy esteem, emotional well-being, and interpersonal skills. Smith Elementary will increase the number of after school programs/clubs available based on student interest inventories and staff availability. Another major addition that will have a positive impact on school climate will be to implement a physical/mental well being component to our P.E. curriculum where students will focus on one area of well being per six weeks including but not limited to: nutrition, study strategies, gymnastics, martial arts, and yoga. Research shows that 1 in 7 low income pre-schooled age children are obese and this number has continually increased between 1998 and 2008. Teaching students how to take care of themselves both physically and mentally will create a more focused and self aware student improving their desire to be in school.

We will respond to student needs through RtI-Response to Intervention, (instructional, emotional, medical, and behavioral) by providing job -embedded training on RtI for staff and parents. Helping staff understand the RtI process, documentation and implementation will help students reach their academic potential. If students are successful, there is a stronger likelihood that they will enjoy being at school. This early intervention and prevention of student's difficulties may prevent unnecessary referrals to special education and a less reactive approach. Children will be happier if they are able to be successful.

Steps will be taken to help empower staff by helping school personnel see themselves in a different role and their importance in dealing with parents/guardians and students. Doing this will increase the number of positive interactions between students and adults. According to 2008-2009 School Climate Survey, Smith Elementary, 68% of school personnel enjoyed working at this school and 79% of the staff felt that they took pride in the way our school looks. This data shows that improvement is needed in both the morale of Smith Elementary and the school's physical appearance. Recent research has continued to add to the evidence of a direct link between the quality of a school's physical environment and student achievement. In order to beautify the school and increase positive feelings overall, the community and student clubs will work together to improve overall visual aspects of the school.

With the Texas Title I Priority School (TIPPS) Grant, Weldon A. Smith will systemically change student academic achievement in Reading/Language Arts and Mathematics through a variety of Curriculum, Instruction, and Assessment improvement strategies. Classrooms school-wide will be reorganized to foster optimal learning through cognitive guided instruction to accommodate multiple intelligences and various learning styles. With consistent differentiated and small-group instruction, Smith will embrace a diagnostic, prescriptive approach to teaching and learning through highly engaging activities that provide remediation, on-level coaching and enrichment to ensure maximum mastery of academic skills. Collaborative vertical teams for Reading/LA and Mathematics will assimilate the new, systematic approach of innovative instruction across grade levels and throughout the entire school environment, while content specialists will provide ongoing professional development and implementation assistance. Such safety nets will establish a united school climate to ensure that no child is left behind. Furthermore, exciting learning ventures will serve as an adventuresome extension of school-day learning since research indicates that repetition and recall have been proven to increase long-term comprehension of knowledge, and communicative technology lessons will connect students' Reading/LA and Mathematical experiences with those of their daily lives beyond school. Moreover, this multi-tiered approach will foster a love and joy of learning and inevitably effect standardized data positively.

Compassion. Kindness. Respect. These critical characteristics necessary in developing caring, thoughtful, and involved citizens' mirror those traits required to care for another living creature. Therefore, Weldon A. Smith is proposing a service learning component of the TTIPS grant to provide students with a real-world experience in humane education through a partnership with a local, no-kill animal shelter. As a Title I campus, 80.42 percent of our students are classified as economically disadvantaged, many of which live in government housing or apartment building that disallow pets. Therefore, it is our belief that this enriching experience will not only provide academic enrichment with realistic application, but it will also endorse character education through immeasurable social and emotional growth. This is just one example of a service learning project that we want to sponsor with our students.

The second year of the grant will heavily focus on transitioning many duties of the project manager and external partners to campus leadership. As the project manager and external partners share their expertise through coaching, campus leaders will develop the same skills and will increase their collective capacity in leading the school. Campus leadership will attend conferences and visit other schools using best practices effectively in order to enhance the skills necessary for campus transformation/reform. They will lead book studies with smaller learning communities, develop shared leadership with teachers, and serve as mentor/coaches to other teachers. Committees will form as needs arise, and campus leadership will begin to embrace facilitation roles as teacher leaders' rise to the roles once viewed only for administrators. The leadership capacity of the campus will remain focused on the commitment for reform and transforming our school as they employ measures that are supported by district personnel.

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**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.

<b>1</b>	Teachers
<b>2</b>	Parents
<b>3</b>	Community and Business Members
<b>4</b>	Planning and Decision Making Team (PDM) Committee
<b>5</b>	Campus Design Team
<b>6</b>	Social Workers
<b>7</b>	District Instructional Cabinet
<b>8</b>	Smith Instructional Council
<b>9</b>	
<b>10</b>	

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**Section D: Improvement Activities and Timeline**

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

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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**Part 3: Intervention Model**

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

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1 A	Co-Teachers will be utilized in high needs classrooms in reading and math.	Co-teaching lowers the student-teacher ratio and exposes the students to differentiated teaching methods. This supports evidence that indicates that students who learn in smaller groups both retain and achieve more in the classroom.	Abdallah, Jameelah. Benefits of Co-Teaching, Academic Leadership Online Journal.	October 2010	June 2013
1 A, B	Each grade level will utilize annual pre-, mid- and post-assessments for Mathematics and Reading/ELA as well as pre-, mid- and post-assessments for each new content area of instruction in those subjects for school-wide assessment standardization. Teachers will adapt the curriculum to intervene with at-risk students and develop instructional decisions based upon the above-mentioned assessment data.	Establish initial baseline while providing a measurement tool for yearly growth; desegregated data will assist in the planning and execution of remediation, on-level instruction and enrichment for maximum student mastery of skills in Math and Reading/LA; assessments will focus on student abilities at the beginning, middle, and end of the school year as well as weekly assessment and progress monitoring to determine how well individual students are responding to instruction and interventions.	National Council for Teacher of Mathematics (NCTM); National Council of Teachers of English (NCTE)  www.ncte.org www.nctm.org  University of Texas Research Elementary School (Exemplary Campus) www.utelementary.org	September 2010	June 2013
1 A, C	Provide intense job-embedded training on differentiated instruction and RTI strategies to teachers, particularly in the areas of Reading/LA and Math. Implement School-wide classroom instruction focused on differentiated, small group instruction that provides on-level instruction, remediation,	With a multi-tiered approached based on student performance, small group instruction will incorporate individualized, intensive instruction.	Journal for the Education of the Gifted, 2003; <i>How to Differentiate Instruction in Mixed-Ability Classrooms</i> and <i>The Differentiated Classroom: Responding to the Needs of All Learners</i> Carol Ann Tomlinson; <i>Integrating Differentiated</i>	September 2010	June 2013

	and enrichment for all students to ensure maximum mastery of subject skills.		<u>Instruction and Understanding by Design</u> by C. Tomlinson and J. McTighe		
1 A,B,C	Classrooms school-wide will be redesigned to foster optimal learning. Teachers will design lessons that engage and interest students (WOW Lesson Design Qualities and Framework) and that align curriculum, instruction, and assessment to ensure mastery of learning state standards. Teachers will design units of study that develop conceptual learning and that engage students in "real life" learning.	Lesson design will focus on the audience and will engage the learner due to interest and relevance of the content. Units of study written using WOW Lesson Design qualities will focus on engaging students in their work. Teaching strategies will include but are not limited to learning centers, daily problem solving, vocabulary development, spiraling activities, questioning based upon Boom's Taxonomy, cooperative learning, etc.	Schlechty, Phillip. <u>Working on the Work</u> . (2002)  <u>Children's Mathematics: Cognitively Guided Instruction</u> T. Carpenter, et al; University of Texas Research Elementary School (Exemplary Campus) www. utelementary.org	September 2010	June 2013
1 A,B,C	Develop a literate community of learners focused on reading and writing across the curriculum (all core areas) which builds upon the Literacy Framework: Print Rich Environment, Quality Talk at High Levels of Thinking, Meaningful Word Study, Academic Journaling, Writing Process, Shared and Guided Reading and Learning. <i>Year one</i> ---Routine writing and interactive journaling in both Math and Reading/LA will be implemented to enhance and improve student's understanding of content. Expand interactive journaling to Science and Social Studies classes in years two / three.	A multi-tiered approach will incorporate direct instruction, student-led discussions, literacy circles, guided reading/learning, academic journaling, and word study to increase student engagement and motivation to learn. Strong academics are linked to classroom libraries filled with books and a variety of print materials. Mathematical and reading writing helps students reflect on their learning, deepen their understanding of important concepts, and helps make important connections to real-life applications. Teachers use writing assignments to assess students' understanding of important concepts.	University of Texas Research Elementary School <a href="http://www.utelementary.org">www.utelementary.org</a> ;  Literacy Collaborative  <i>Improving Adolescent Literacy: Effective Classroom and Intervention Practices</i> , National Center for Education Evaluation, US Dept. of Education, 2008  Hoffman, Sailors, Duffy, Beretvas. <i>The Effective Classroom Literacy Environment</i> : Journal of Literacy Research (2004)  O'Connell, Susan. <i>Now I Get It: Strategies for Building Confident and Competent Mathematicians, K-6</i> Contemporary Educational Psychology. Volume 26, Issue 4, Oct. 2001.  <u>Calkins. The Art of Writing</u>  B. Russek. <i>Writing to Learn Mathematics</i> ; WAC Journal. Vol 9, pg.36-45.	September 2010	June 2013

1 A,B,C	Integrate consistent, interactive technology into classroom instruction in all core content areas through the use of a variety of technological tools and applications (i.e. lap tops, interactive boards, document cameras, podcasting, classroom response systems, presentation software).	Mobile devices can considerably enhance student learning by encouraging anywhere, anytime learning, reaching underserved children, improving social interactions such as collaboration and language learning, and enable an individualized learning experience. Data visualization and analysis tools can help students deepen their understanding of complex concepts in math and science. Incorporate collaborative, communicative technologies that connect students' school Math and Reading/LA experiences with their daily lives beyond school.	National Council for Teacher of Mathematics (NCTM); National Council of Teachers of English (NCTE) www.ncte.org www.nctm.org; Envision Math Adoption  <i>TIPS Grant and Study, TEA June 2008.</i>	October 2010	June 2013
1 A,B, C	Utilize various software programs to enhance and assist in the learning of various skills and objectives in all core content areas. Ensure school-wide adoption of Accelerated Reading (AR) and Accelerated Math (AR or STAR) and encourage Master Renaissance Certification for all Reading/LA classrooms.	With more exciting and innovative instructional strategies, students have the opportunity to apply newly acquired skills to research-based software that promotes academic learning and retention. For example, <i>Renaissance Learning</i> and <i>Study Island</i> advanced technology systems personalizes Math/ Reading.	Educational Research Department, Wisconsin: www.renlearn.com;  <i>Iowa Elementary School Pairs Best Practices with Student Motivation and Sees Significant Gains, S. Kikemuller, Case Study of Renaissance Learning, www.renlearn.com.</i>	September 2010	June 2013
1 A, B, C	Improve the effectiveness of Guided Reading lessons focusing on using approaches to accelerate students as readers and thinkers. Also, teachers will use reading assessments to drive the decisions to organize the groups as well as to select the materials used in each Guided Reading Group. Reading/LA teachers will embrace structured, systematic instruction that fosters the love and joy of reading every day.	Guided Reading groups allow for meeting specific needs of students by providing guided, leveled instruction and texts to specific student's reading levels. Guided reading lessons provide opportunities for teacher to model the thinking that skilled readers engage in as they attempt to understand what they read.	Fountas and Pinnel. <i>Guided Reading: Good First Teaching for all Children.</i>  Janet Allen. <i>Yellow Brick Roads and Words, Words, Words.</i> These books provide research, practical methods, detailed strategies, and resources for read-aloud, shared, guided, and independent reading and vocabulary development.	September 2010	June 2013
1 C	Create enriching evening learning opportunities to extend student knowledge and application beyond the school day and encourage novel application of	Exciting learning ventures, such as Reading Under the Stars and a Math Lock-In, provide an adventuresome extension of school-day learning.	<u>Brain-Based Learning: The New Paradigm of Teaching</u> , E. Jensen.	September 2011	June 2013

	students' Reading/LA, Math, Science, and Social Studies skills.	Repetition and recall have been proven to increase long-term comprehension.			
1 A,B	Integrate cross-curricular service-learning projects within each grade level. Each grade level will employ content specific TEKS related to their service learning project. Through consistent, field-based research on grade-level service learning topics, students will have the opportunity to connect standardized material with real life experiences.	Low socioeconomic students participating in quality service-learning programs exhibited reduced levels of alienation, behavioral problems and were less likely to be referred to office for disciplinary problems. In addition, students showed greater gains in measures of school engagement and mathematic achievement. Integrating service-learning projects reinvigorates the role that schools play in the development of responsible citizens, promotes, civic responsibility, enhances core academic curriculum and provides structured time for the students to reflect on the service experience. Through our proposed community unions, students will have the opportunity to learn the responsibility of helping in the community while exploring grade-appropriate Texas Essential Knowledge and Skills (TEKS) of Reading, Language Arts, Math, Science and Technology on the subject.	<p>Billing, S. H. (May 2000). Research on K-12 School-Based Service-Learning: The Evidence Builds. <u>Phi Delta Kappan</u>.</p> <p>Scales, P., Roehlkepartain, E., Neal, M., Kielsmeir, J., Benson, P. (2006) Reducing Academic Achievement Gaps: The Role of Community Service and Service Learning. <u>Journal of Experiential Education</u>, v29.</p>	<p>August 2011 - 3 grade levels</p> <p>August 2012 - School Year 3 Additional grade levels begin</p>	June 2013
1A	Smith students will be involved in a service learning project through a partnership with a local no-kill animal shelter to provide students with a real-world experience of humane education involving social and academic stimulation. The cultivation of proper care of animals can be the starting point for the development of a larger humanity that treats all living things with respect and compassion.	These character traits are what we as educators strive to evoke from our young, elementary students. However, standardized tests, learning requirements and a 180-day school year often prohibit teachers from employing strategies to pair such traits with academic standards. Yet, the characteristics needed to be caring, thoughtful and involved citizens are the same as those necessary to care for an animal: responsibility, trustworthiness, kindness, knowledge and respect.	As a Title I campus, 80.42 percent of our students qualify for free and/or reduced lunch. Growing up in a low socio-economic environment, many of our students live in government housing or apartment buildings that do not allow pets. Their exposure to animals has been extremely limited; therefore, we believe that this enriching experience will provide both academic and life lessons in caring for the needs of a living creature.	August 2011	June 2013

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

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2 A, B	Staff will be trained in effective data analysis beginning with an intense "data dig" led by administrators and contracted consultants including training on <i>Eduphoria</i> , the district's new electronic student data system. Continuous data analysis will be conducted regularly with a variety of campus teams (consisting of various stakeholders) through PLC sessions and planning sessions.	Data-driven teachers understand the importance of utilizing multiple measures when assessing school and student success. Data-driven decision-making requires an important paradigm shift for teachers – a shift from day-to-day instruction that emphasizes process and delivery in the classroom to pedagogy that is dedicated to the achievement of results.	"Data Driven Teachers" Dr. Scott McLeod, Director School Technology Leadership Initiative University of Minnesota.  Bernhardt, V. L. (2004). Data analysis for continuous school improvement (2nd ed.). Larchmont, NY: Eye on Education. [available at <a href="http://www.eyoneducation.com">http://www.eyoneducation.com</a> ]	August 2010	June 2013
2 A,B,C	To encourage the embracement of a diagnostic, prescriptive approach to teaching and learning, all Smith teachers will establish and maintain an updated, continuous data notebook with documentation on all individual students, including but not limited to Running Records, Diagnostic Reading Assessments (DRA), Accelerated Reading (AR) and Math (AM), Envision benchmark data, TPRI, benchmarks, etc. Student data notebooks will be utilized at all grade level collaborative planning sessions.	Students' academic progress will be measured frequently through a variety of assessment measures. The results will then be used to improve individual student performance and improve instructional programs. Such data will be made available to all teachers and the leadership team in a timely and useful manner during regular instructional walk throughs and grade-level collaborative meetings.	<i>Investing in Educational Excellence, Education Finance Task Force</i> , October 2006, State of Georgia.  <u>Integrating Differentiated Instruction and Understanding by Design</u> by C. Tomlinson and J. McTighe	August 2010	June 2013

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2 B, C	Regularly scheduled, structured vertical team meetings will be provided for teachers to plan and work collaboratively. (Math and Reading/LA, Science, Social Studies.)	Shared expertise is the driver of instructional change. On-going curricular vertical teams will meet monthly to discuss results of assessments, analyze data, and share successful instructional best practices to enhance the subject-specific curriculum.	The Teaching Gap, J. Stigler and J. Hiebert; <u>It's Being Done</u> , K. Chenoweth; University of Texas Research Elementary School (Exemplary Campus) <a href="http://www.utelementary.org">http://www.utelementary.org</a>	October 2010	June 2013
2 A, B	Teacher Facilitators and contracted consultants will meet regularly with teachers to assist and guide them in careful analysis of their student data. Collaboratively, they will use the data analysis for program improvement and for planning instruction for individual students and groups of students.	Support in analyzing and using data is provided on a continuous basis to teachers. This collaborative effort will allow them to make the most effective decisions regarding next steps for instruction.	Charles A. Dana Center, The University of Texas at Austin. <i>Building a System: Achieving the Ideal State</i> .  Elmore and Burney, <i>Recreating a School System</i> , 1999.	October 2010	June 2013
2 B	Small teams of teachers, instructional support staff and administrators will conduct Instructional Walk Throughs (Learning Walks) of various classrooms on a monthly basis. The team will be looking for specific Improvement Activities outlined in the grant.	Data gathered from observations is very powerful, and is a great source for data driven decisions. Learning Walks reinforce attention to an instructional and learning focus important to the school. Learning Walks stimulate collegial conversation about instruction and about teaching and learning through asking questions about what evidence is and isn't seen. It deepens understandings and practices by providing continuous feedback to further guide professional development and classroom instruction.	Perry and Associates. <u>Instructional Walk Throughs Protocols</u> (Also published in NSDC Tools for Schools, 2001.)	October 2010	June 2013

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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
3 A	Foster a culture of continual learning by developing systematic implementation of ongoing, high-quality, job-embedded professional development based on the needs of the teachers to implement the various improvement strategies necessary to transform the school.	Quality teaching requires strong professional learning communities. In the 2002 NAESP Report, it was stated that "if adults don't learn, then students won't learn either." A culture of shared responsibility based upon collegial interchange must become the norm.	DuFour, Richard and Rebecca. <i>Whatever It Takes—How Professional Learning Communities Respond When Kids Don't Learn.</i>	August 2010	June 2013
3 A, C	Staff members who are effectively implementing the professional development strategies and best practices (based on good data-driven results) will be selected to become model/mentor instructors who will then work with other teachers to improve instruction. Mentors will receive incentive stipends.	Schools must place a high priority on the fostering and support of professional development initiatives for teachers that will enable them to acquire the pedagogical skills required to implement rigorous, multifaceted, and constantly evolving curricula. Investing in teacher development and cultivating strong, positive teacher leaders builds capacity to implement and sustain change in the school.	Schlechty, Phillip. <i>Working on the Work (WOW). An Action Plan for Teachers, Principals, and Superintendents.</i>	January 2011	June 2013
3 A, C	Teacher Facilitators will be hired and trained to work with and coach teachers to improve student achievement. The goal is to develop good teacher facilitators that will acquire skills to quickly analyze lessons and determine precise actions that will help the teacher move forward in learning. Facilitators	Coaching teachers is the one professional development strategy that can make the most difference in a teachers' ability to implement new ideas effectively. Creating a culture for collaboration that supports teacher learning is vital to the health and life of the school. Developing effective Teacher	Lyons and Pinnell. <i>Systems for Change. A Guide to Professional Development.</i> (2001)	October 2010	June 2013

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	then become effective leaders who can help teachers use analysis and reflection techniques necessary to increase teacher quality and effectiveness.	Facilitators not only increases the Facilitators' ability to be leaders, but it also helps develop the teacher as a leader.			
3 B	The campus will redesign the school schedule to support regularly scheduled professional learning communities (full day and extended one-hour planning). Grade level or vertical learning communities will meet monthly to disaggregate relevant student data, review student work, plan interventions utilizing the RtI model, design integrated units of study, and have collaborative conversations. On a weekly basis, the campus will participate in one-hour professional development sessions that address lesson design, campus climate, student differentiated learning needs, literacy development, vertical planning for various subjects, campus initiatives as identified in the Comprehensive Needs Assessment and the Campus Improvement Plan. In addition to these professional learning opportunities, staff will attend Summer learning academies/workshops and Saturday professional development sessions.	Professional Learning Communities operate with a commitment to the norms of continuous improvement and experimentation and work to advance the achievement of school goals. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This powerful collaboration leads to higher levels of student achievement.	DuFour, R., DuFour, R., Eaker, R., & Many (2006). Learning by Doing: A Handbook for Professional Learning Communities at Work™, pp. 2-4.  <b>All Things PLC:</b> Dr. Richard P. DuFour, Rebecca B. DuFour, Dr. Robert Eaker - <a href="http://www.allthingsplc.info/">http://www.allthingsplc.info/</a>  National Staff Development Council: Learning Communities - <a href="http://www.nsdc.org/standards/learningcommunities.cfm">http://www.nsdc.org/standards/learningcommunities.cfm</a>	October 2010	June 2013

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**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
4 A	Increase the current half-day Pre-Kindergarten 4-year old program to a full day program and add an additional full day 4-year old class.	According to several studies, early childhood education (ECE) can produce large effects on IQ during the early childhood years and sizable consistent effects on achievement, grade retention, special education placement, and high school graduation. Research has also shown that children, such as those we serve at Smith ES, who face many hardships (i.e. lack of stable, consistent, and nurturing relationships with parents and caregivers, poor access to healthcare and proper nutrition, and little or no exposure to age-appropriate learning activities in their first five years), are more prone to developmental delays that can cause long-term deficits in school achievement. By extending our half-day program to a full day and adding an additional full day class, our students will not only be better prepared to begin their formal education, but will continue to reap the rewards of their early childhood education throughout their educational career.	<p>Early Childhood Care and Education - Closing the Achievement Gap - NGA Center for Best Practices  <a href="http://www.subnet.nga.org/educlear/achievement/childhood/childhood_problem.html">http://www.subnet.nga.org/educlear/achievement/childhood/childhood_problem.html</a></p> <p>Critical Issue: Organizing for Effective Early Childhood Programs and Practices - North Central Regional Educational Laboratory  <a href="http://www.ncrel.org/sdrs/areas/issues/students/earlyclcd/ea100.htm">http://www.ncrel.org/sdrs/areas/issues/students/earlyclcd/ea100.htm</a></p>	October 2010	June 2013

<p>4 A</p>	<p>Extended Learning Time (ELT) - Extend the regular school day by 30 minutes in order to provide students with more instructional opportunities in core subjects.</p>	<p>Researchers indicate that Extended Learning Time (ELT) is only one of several components necessary for student learning and that additional time alone is not enough to change educational outcomes. Extending the school day at Smith ES will allow teachers and student more time to delve into quality, engaging lessons in both math and reading. Studies also show that extended learning time must be accompanied by other school qualities, including strong leaders, highly qualified teachers, high student expectations, and a safe and supportive school environment. These school qualities will also be instituted as part of our school transformation. Additionally, extended learning time may also lead to other desirable outcomes such as students becoming more engaged in school because there are additional enrichment opportunities, they may develop better communication and problem solving skills because they have more time to interact with teachers and peers, and they may be less likely to engage in disruptive behavior because they have less idle time. Extending the school day will positively impact academic achievement as well as socioemotional development in our Smith ES students.</p>	<p>Extended School Days - Research Services: Assessment, Research, and Data Analysis</p> <p>Evaluation of the Expanded Learning Time Initiative: Year One Report 2006-2007 - Abt Associates Inc.</p>	<p>October 2010</p>	<p>June 2013</p>
<p>4 B</p>	<p>Institute a half-day Saturday Enrichment Academy (SEA) throughout the year for RTI at-risk students.</p>	<p>According to research, using out-of-school time (OST) can be an effective way to boost academic skills, especially in younger children. Studies show that students in lower grades who attended OST programs</p>	<p>Effective Out-of-School Time Reading Programs: Kirsten Miller, David Snow, and Patricia Lauer (2004)  <a href="http://www.readingrockets.org/article/15046">http://www.readingrockets.org/article/15046</a></p>	<p>October 2010</p>	<p>June 2013</p>

		<p>increased their reading levels due to early intervention strategies. The impact of instituting OST, especially in the lower grades, will ultimately benefit these students when they reach the upper elementary grades by needing less intense intervention and remediation. OST programs also provide the time and flexibility needed to accommodate students' different learning styles and academic and developmental needs.</p>			
4 C	<p>Teachers, instructional support staff and administrators will form Professional Learning Communities (PLC) in order to allow numerous opportunities to seek and share learning and act on the learning that is gained.</p>	<p>The goal of the Professional Learning Communities will be to enhance our effectiveness as professionals so that students reap the benefits. This process will lead to higher levels of student achievement and will ensure that struggling students receive additional time and support based on intervention rather than remediation. During PLC days, staff will not only disaggregate relevant student data, review student work, plan interventions utilizing the RtI model, design integrated units of study, and have collaborative conversations, but will also participate in professional development in areas of need. The PLC process is an effective strategy for school change and improvement, which is the overarching goal of Smith ES.</p>	<p>DuFour, R., DuFour, R., Eaker, R., &amp; Many (2006). Learning by Doing: A Handbook for Professional Learning Communities at Work™, pp. 2-4.</p> <p>All Things PLC: Dr. Richard P. DuFour, Rebecca B. DuFour, Dr. Robert Eaker - <a href="http://www.allthingsplc.info/">http://www.allthingsplc.info/</a></p>	September 2010	June 2013

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**Schedule #4B—Program Description**

**Part 3: Intervention Model**

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

**Critical Success Factor 5: Increase Parent/Community Involvement**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 A,B	Increase the positive opportunities for parents to be involved showing that we embrace a philosophy and partnership where power and responsibility are equally shared between the home and school for the benefit of the students and their families. Provide increased opportunities to recognize respect and respond to the needs of our families. Parent training and sharing of informational materials to help families be more self sufficient and healthy would be a part of this.	Increased communication and teacher outreach to parent's results in measurable, consistent gains in student performance in reading, language arts, and math as well as other academic areas. By giving parents more positive ways to be involved with the schools we can build relationships which will increase trust between the homes and schools. It will also help the parent see the importance of their child being in school. This will increase attendance and conversely increase academic achievement. Order Parent Involvement Toolbox for 3 years from Project Appleseed; This project outlines pledges for parents, staff, and students. It is well organized and easy to become a part of. This could be a key part in getting the parent involvement ball rolling. If the families' basic needs are met the students will be more prepared to learn. We will use a parent needs assessment to assess this. By offering opportunities to address the parent's needs we can help change a negative perception of school by some parents to a more positive one. We want parents to be able to	Mapp 2002, Chrispeels & Rivera, 2000 Chrispeels, J. H., & Rivero, E. (2000). Engaging Latino Families for Student Success: Understanding the process and impact of providing training to parents. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA. Mapp2002; Westat and Policy Studies Associates.(2001). The longitudinal evaluation of school change and performance in Title I schools. Washington, DC: U.S. Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service. <a href="http://www.fathers.com/content/index.php?option=com_content&amp;task=view&amp;id=75&amp;Itemid=109/">http://www.fathers.com/content/index.php?option=com_content&amp;task=view&amp;id=75&amp;Itemid=109/</a>  Hear our Cry; Boys in Crisis, Paul D. Slocumb, Ed.D. West at and Policy Study Associates, 2001 Erickson's Hierarchy of Needs	August 2010	June 2013

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		help their children and to see the school in a positive light regardless of negative past experiences they may have had. By recognizing their efforts they are more likely to continue being engaged at home.			
5 A	Increase opportunities to engage parents as equal partners through programs and events to enhance their child's educational experience and recognize them for their efforts.	By having parents involved and feeling as though they are a part of the school we can provide more support for students and families relationships. When families work with school staff to benefit students they feel like an integral part of the community. Appropriate and effective collaboration are the key factors to community development, learning and family self-sufficiency.	Feuerstein, Reuven, et al. (1980). Instrumental Enrichment: An Intervention Program for Cognitive Modifiability. Glenview, IL: Scott, Foresman and Co.  AASA, (1992). <i>Making Schools Work for Children in Poverty: A New Framework</i> . Prepared by the Commission on Chapter 1. Washington, DC: Author. Montano-Hannon, Maria Rosario. (1991).	August 2010	June 2013
5 A, B, C	Recognize, respect and address families' needs, as well as their economic class and cultural differences. This will be done by meeting families in their environments such as parks, apartment complexes, and neighborhoods where they reside.	If we cannot get them to come to us, we will go to them. We want them to understand what an important key they can play in their child's education. We know that some parents have a negative school experience and that feeling is keeping them from participating in the school community.	Ruby Payne	September 2010	June 2013
5 A, B, C	Conduct parent education classes such as continuing education classes, counseling classes with child care provided. Example: GED classes, relationship classes, parenting classes, nutrition and health classes.	We believe that these are some of the needs of our parents. This will also help the parents become involved in the school community as well as meet their needs.	<a href="http://www.ncpie.org/W/hatsHappening/research/January2006.cfm">http://www.ncpie.org/W/hatsHappening/research/January2006.cfm</a> Clark, R. (1993). Homework-focused parenting practices that positively affect student achievement. In N. F. Chavkin (Ed.), <i>Families and schools in a pluralistic society</i> (pp. 85-105), Albany, NY: State University of New York.	September 2010	June 2013
5 A, B, C	Regularly provide materials, training and suggestions for parents to increase the effectiveness of homework and support	Some parents struggle to understand the work that is sent home. This initiative would help the parents understand how the work is to be done	Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? <i>Review of Educational</i>	September 2010	June 2013

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	their children's learning.	and for what purpose.	Research, 67(1), 3-42 EJ548327. Shaver, A. V, & Walls, R. T. (1998) EJ561992. Effect of Title I Parent Involvement on Student Reading and Mathematics Achievement. Journal of Research and Development in Education, 31(2), 90-97.		
5 A, B, C	Hire a social worker to assist parents with family matters, and educational or social problems and help them to access community services.. Social worker will work hours that will meet the needs of our working parents---Tues. - Friday 1:00 - 8:00 and then on Saturdays (Flexible hours).	The overwhelming family concerns that our families have poses the need for additional help by a social worker. Extending the hours that social services can be provided to our families, particularly in the evening hours, will help serve our community better. (ex. modeling in home homework help and parenting ideas.)	Minneapolis Public Schools Positive School Climate Tool Kit, First Edition. CPS referrals Community calls and visits	October 2010	June 2013
5 A, B, C	Implement a Technology center for parent usage to continue education, obtain access to community services, informational searches for family needs, and general usage to increase productivity in society. Purchase technology equipment, informational CD's and videos for parent checkout.	Many of our families do not have access to technology at home and therefore are lacking the resources to make them informed and competitive in the job market. Parents are interested in knowing more about their children's needs.	Parents have asked for this type of information this school year. Parents come and ask to use the counselor's or parent facilitator's computer for resume writing, job search, or information gathering.	October 2010	June 2013
5 A, B, C	Join professional organizations that support the school becoming the center of learning for the community at all times by providing an array of programs and services.	To increase our understanding of the needs of our families and research based strategies to address them. It is also important to join a professional organization to learn how to link families, staff, and community resources effectively. It is essential to collaborate our efforts with others for a most effective program and use of services.	Project Appleseed National Coalition of Parent Involvement in Education	October 2010	June 2013
5 A, B, C	Hire an additional Counselor to supplement the guidance curriculum at our school as well as supporting the needs of our families.	Overwhelming need for education and accommodations for our families and their students. This would be done through guidance curriculum and responsive	Firsthand experience trying to deal with the needs of our families and conduct the four components of a developmental school guidance and counseling	October 2010	June 2013

		services which address immediate concerns of our families and individual planning to assist students in monitoring and understanding their own development and system of support our students with activities and programs.	program as outlined by TEA.		
5 A, B, C	Establish a parent library to address the needs of the families and give the parents quick access tools to link to the information they are seeking.	We want to put books and other reading materials in the hands of our students and parents. Many parent's lack of knowledge is not necessarily due to lack of desire to know more, but lack of resources to acquire that knowledge that are yearning for. Many families report having no reading material or books in their home.	Home visits have proved that reading materials are not readily available to all of our families. Our children report not owning books except those given at RIF celebrations.	October 2010	June 2013
5 B,C	Hire an attendance clerk/Community Liaison to help improve attendance at our campus.	The parent facilitator is currently responsible to communicate attendance issues to parents. This causes tension and damages relationships.	Firsthand experience with the families in our community.	October 2010	June 2013
5 A, B, C	Co-ordinate a support group for parents to share information and to foster relationships between families, community agencies and its students.	Firsthand experience of parents feeling hopeless and overwhelmed by their children's behaviors, disabilities or health issues.	Kentucky Department of Education 2010. <a href="http://www.kentucky.education.gov">www.kentucky.education.gov</a>	September 2010	June 2013

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5 A, B, C	Utilize social services funds to contract with local community and state agencies to provide additional social services to our parents and families including additional support for education about health issues, family planning, and support.	Many of our families require help with family problems and parenting. Many local and state agencies can provide extensive and effective social services to these families. There are 23.6 million people in the United States, or 7.8% of the population, who have diabetes. Corpus Christi has one of the highest numbers of people with diabetes and pre-diabetes.	American Diabetes Association	October 2010	June 2013
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**Part 3: Intervention Model**

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

**Critical Success Factor 6: Improve School Climate**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6 A,B	Implement a physical/mental component to increase positive identity and positive self-esteem in our P.E. curriculum; students would focus on various areas of well being and empowerment per six weeks (nutrition, study strategies, gymnastics, yoga and other additional activities). Partner with local agencies and have them come to lead sessions for our students.	Research shows that 1 in 7 low income pre-schooled age children are overweight and that number has continually increased between 1998 and 2008. Teaching students how to take care of themselves and feel good about who they are, both physically and mentally, will create a more focused and self aware student improving their desire to be in school.	<i>Obesity Prevalence in Low Income, Preschool-Aged Children, 1998-2008.</i> July 24, 2009, Center for Disease Control and Prevention  40 Developmental Assets Search Institute From Your Classroom-Simple Ways to create a Positive Learning Climate Copyright 2005	September 2010	June 2013
6 A,B,C	Increase after school programs and clubs offered according to student interest inventories and staff availability. Also provide additional enriching, fun activities to our students by partnering with various community resources and agencies (such as Y-teens, Dance instructors, drama, karate, Life Skills Club, Scouts, etc.) on days when teachers are involved with professional learning.	Many children do not receive adequate supervision during the after-school hours. Numerous reports have documented that a high proportion of juvenile crimes are committed between the hours of 3:00 p.m. and 6:00 p.m. each day. Smith will encourage involvement with after school programs that help develop a student's self perception, healthy esteem, emotional well-being, and interpersonal skills.	<i>"Present and Accounted for: Improving Student Attendance Through Family and Community Involvement."</i> May/June 2002, Johns Hopkins University.  U.S. Bureau of the Census, 1987  Schwartz, Wendy. (1996). <i>A guide to choosing an after-school program. For parents/about parents.</i> New York, NY: ERIC Clearinghouse on Urban Education.	September 2010	June 2013
6 A,B,C	Include a Fitness Fun club in our scope of after school programs which allow students to focus on various activities to develop physical coordination, team building skills, and	Physically fit students are more likely to do well in school and less likely to have disciplinary issues. They are less likely to be absent if they are in good health. It will also	Cooper Institute  Applying the Response Intervention Model to Promote Physical Activity and Prevent Obesity in a Minority Population; University of Texas	September 2010	June 2013

	overall good health.	give the students another reason to attend school aside from the regular school day.	Elementary School for the Professional Development		
6 A,B,C	Create a Culture Club to help increase student awareness and appreciation of all cultures.	By creating a culture club students are more likely to develop positive feelings about their racial and cultural identity.	Biles, Barbara. Activities that Promote Racial and Cultural Awareness. - <a href="http://www.pbs.org/kcts/preciouschildren/diversity/read_activities.html">http://www.pbs.org/kcts/preciouschildren/diversity/read_activities.html</a>	September 2010	June 2013
6 A,B,C	Students will be provided with opportunities to participate in a Tech Club which will allow students to learn advanced technology skills.	Research shows that technology plays a significant role in increasing productivity in many industries; it is believed that more effective use of technology in schools could do more to improve educational opportunities and quality.	Critical Issue: Technology Leadership: Enhancing Positive Educational Change - North Central Regional Educational Laboratories - <a href="http://www.ncrel.org/sdrs/areas/issues/educatrs/lead_rshp/le700.htm">http://www.ncrel.org/sdrs/areas/issues/educatrs/lead_rshp/le700.htm</a>	September 2010	June 2013
6 A,B	Empower staff through job-embedded training and Professional Learning Communities by helping them to understand the importance in dealing with our diverse population--- (parents/guardians and students) and ensure the understanding that all adults make a difference.	By helping school personnel see themselves in a different role, it will increase the number of positive interactions between students and adults.	Search Institute, 40 Developmental Assets	October 2010	June 2013
6 B, C	Foster partnerships with community agencies and organizations as these partners will help to provide valuable lessons, guidance, mentorships, and resources for our students and families. Partners include Council on Alcohol and Drug Abuse, Y-teens, Big Brothers, Family Outreach, Nueces Medical Alliance, Boy Scouts of America, Animal Shelter, etc.	Students whose emotional, social, and physical needs are developed are more able to meet their academic expectations as well as developing into responsible citizens. Smith will encourage involvement with community agencies that help develop a student's self perception, healthy esteem, emotional well-being, and interpersonal skills.	Search Institute. Developing 40 Assets Research.  Turning Points Research	September 2010	June 2013
6 B	Implement school wide Positive Behavior Support (PBS) interventions.	Positive Behavior Support will serve as an effective and proactive process for improving social competence and academic achievement for all students.	Positive Behavior Support, North Carolina Public Schools- <a href="http://www.ncpublicschools.org/positivebehavior/">http://www.ncpublicschools.org/positivebehavior/</a>	October 2010	June 2013

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

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7 B	Design a professional development plan encompassing both school year and summer professional development opportunities, including but not limited to: <ul style="list-style-type: none"> <li>• TEA Summer Seminar,</li> <li>• National DSDC Summer Conference,</li> <li>• Ron Clark Academy,</li> <li>• Capturing Kids Hearts,</li> <li>• Working on the Work</li> <li>• Pre-Contact Summer Academies</li> <li>• Technology Computer Education Association</li> <li>• Visits to Highly Effective Campuses</li> </ul>	In order to transform the teaching and learning that takes place at Smith ES, it is essential that teachers begin to think out-of-the-box and become innovative in their lesson design. This will be accomplished through ongoing research based professional development.	Schlechty, Phillip. <i>Working on the Work (WOW). An Action Plan for Teachers, Principals, and Superintendents.</i>  Ron Clark Academy – <a href="http://www.ronclarkacademy.com/teacher-training.aspx">http://www.ronclarkacademy.com/teacher-training.aspx</a>  Flip Flippen Group, Capturing Kids Hearts - <a href="http://www.flippengroup.com/education/index.html">http://www.flippengroup.com/education/index.html</a>	October 2010	June 2013
7 B	Professional development will be based upon needs as determined by disaggregated student achievement data and social/emotional or behavioral indicators.	Research shows that if instructional plans at the state, county, district, school, classroom, and individual student levels are based on assessment information relevant to the desired learning outcomes for students, the probability is increased that they will attain these desired learning outcomes.	Mike Schmoker (1999) has said that if educators constantly analyze what they do and adjust to get better, student learning will improve.	September 2010	June 2013
7 B	Use data from student learning needs to drive job-embedded professional development around instructional priorities that are identified in the comprehensive school improvement plan.	High quality professional development begins with a focus on student needs and student learning. It is results-based. It is job-embedded. It connects educator learning to student learning. It ties individual learning to team learning.	Both empirical research and experiential-based writing in the field have suggested that data-driven job-embedded professional development supports teacher learning and improved practice. S. Elliott, Abstract; 2/22/2010	September 2010	June 2013

7 B	Place a priority on professional development that focuses on researched-based instructional strategies that are embedded in daily work every school day and that deepen educators' content knowledge, assist students to meet rigorous standards and uses a variety of classroom assessments.	Job-embedded professional development provides learning opportunities through individual or collaborative activity and is conducted during the school day. The emphasis in job-embedded options is on teacher inquiry, discussion, planning, reflection, decision making, and use of data.  Douglas Fleming	Joyce and Showers. With only theory presented to teachers to develop their knowledge and skill they gained 10% in knowledge and 5% in skill, but transferred nothing to the classroom. When demonstrations and practice were added to the theory, we observe an increase in the knowledge and skill levels, but still gain little in transferring that knowledge and skill to the classroom. When collegial meeting and/or coaching are added, the increase is dramatic not only in knowledge and skills, but in transfer by 95% in all three categories.	September 2010	June 2013
7 C	Successful teacher induction program to include mentoring or coaching that is individualized to the needs of the teacher, the classroom and the subject/level assignment.	If we are committed to making sure that no child is left behind, school districts across the country will need to develop successful strategies both to support new teachers and to keep veteran teachers in place.  Alliance for Excellent Education, 2002	They provide continuing assistance and ongoing guidance by an expert in the field, support development of knowledge and skills, provide opportunities for reflection, acculturate the new teacher into the profession and the school, provide opportunities for new teachers to observe and analyze good teaching, and include assessment of the program's value to new teachers and its impact on student learning (Odell, 1989, in Fidelar & Haselkorn, 1999; Berry, et.al., 2002).	January 2011	June 2013
7 C	Create a Professional Learning Community where teachers serve as leaders.	Teacher empowerment enhances prospects for improving student achievement and also provides important opportunities for individual teachers to experience fulfillment.	Principals also identified empowerment of teachers as one of the most effective strategies in teacher retention (CAE, 2004; Hirsch & Emerick, 2007; Ingersoll, 2001).	September 2010	June 2013

7 C	Retention Stipend -- Teachers will receive a \$1,000 per year stipend for years 1-3 of service. They will receive half of the stipend for beginning the school year and the remaining half of the stipend for completing the school year.	Austin ISD retention rate for novice teachers increased by 11% from 2007-2008 to 2008-2009 at Highest Needs pilot schools receiving stipends compared with a 3% increase for novice teacher retention rate at Highest Needs Comparison schools not receiving a stipend. <a href="http://www.txeducatorawards.org/docs/Models/Austin.pdf">http://www.txeducatorawards.org/docs/Models/Austin.pdf</a>	The most critical problem in teacher employment, however, pertains to teacher retention. After five years in a classroom, nearly 60 percent of teachers quit the profession. State Board for Educator Certification cited in "Teacher Shortage worsening in Texas," Austin American Statesman, May 28, 2002 & SBEC Brief: 2002-02.	August 2010	June 2013
7 B, C	Teachers participate in job-embedded professional development to further understand the RTI process and its effects on student achievement and behavior.	By teaching and reinforcing expected behaviors, teachers and other professionals using RTI increase the probability that the majority of students will act according to the expectations, and acts as a proactive intervention for students with a history of problem behavior.	Most teachers don't stop teaching because of pay. Teachers leave the classroom primarily because of student disciplinary problems (60 percent of teachers indicated discipline as their top concern) <i>Texas Teachers, Moonlighting, and Morale: 1980-2002</i> , D. Henderson & T. Henderson, Texas Teachers Association, 2002.	September 2010	June 2013
7 A, C	School - Wide TAKS Growth incentive pay— Half of the funds earned at the end of the year and half earned when returning to work the next year. a) Reward each Principal and teacher for school-wide TAKS growth. Principal will receive \$4,000 for Reading Growth & \$4,000 for Math Growth. Teachers will receive \$1,000 for Reading Growth & \$1,000 for Math Growth based on school-wide goals and growth. b) Also reward teachers for meeting set academic goals for their classes---TAKS scores if	To increase Principal and teacher retention and as a way to reward teachers, leaders, and other staff who, in implementing this model, have increased student achievement in reading/language arts and math.	The National Bureau of Economic Research found that the "use of teacher salary incentives is associated with higher levels of student performance, all else equal." A University of Arkansas study found that two schools in Little Rock using merit pay systems improved student performance on standardized tests.  From The Detroit News: <a href="http://detnews.com/article/20091113/OPINION01/911130341/Switch-to-incentive-pay-for-teachers#ixzz0pFatCeTY">http://detnews.com/article/20091113/OPINION01/911130341/Switch-to-incentive-pay-for-teachers#ixzz0pFatCeTY</a>	June 2011	June 2013

	<p>teaching in a TAKS grade or scores from other assessments that measure reading and math achievement in non-TAKS grades. \$2000 for meeting reading goals for their class and \$2000 for meeting math goals for their class. Instructional Specialists, Librarians, Assist. Prin., Counselors are considered in the teacher category.</p>				
7 A	<p>Administrators and teachers will develop a local observation form that will target the academic goals and professional development initiatives as specified in the transformation grant. Teachers who repeatedly do not implement requirements and improvement strategies of the grant will be documented and placed on growth plans for possible removal from teaching at this campus.</p>	<p>It is vital that evidence of implementation of the Improvement Activities is apparent in the classroom in order to meet the goals as delineated in the grant.</p>	<p>Lyons, Carol A. and Pinnel, Gay Su, <u>Systems for Change</u></p>	<p>September 2010</p>	<p>June 2013</p>
6 A,B	<p>Respond to student needs through Response to Intervention (RtI), (instructional, emotional, medical, and behavioral) by providing job-embedded training on RtI for staff and parents.</p>	<p>Helping staff understand the RtI process, documentation and implementation will help students reach their academic potential. If students are successful there is a stronger likelihood that they will enjoy being at school. This early intervention and prevention of student's difficulties may prevent unnecessary referrals to special education and a less reactive approach. Children will be happier if they are able to be successful.</p>	<p>Mentoring Minds.com</p>	<p>September 2010</p>	<p>June 2013</p>

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

**Part 4: Waiver Requests**

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

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

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

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

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**Texas Title I Priority Schools Grant**

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

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

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

The Planning and Decision Making (PDM) committee will ensure that the Texas Title I Priority Schools Grant funds are utilized appropriately to fulfill the goals and objectives as set forth in the TTIPS grant in order to transform Smith ES into a world class learning institution. This mission will be accomplished through various monitoring activities and procedures such as: parent/community surveys, staff surveys, focus group meetings, PDM committee meetings, continuing collaborative meetings with staff through Professional Learning Community (PLC) days, instructional walks, and ongoing data collection and analysis to guide administrative and educational decisions.

In order to build trust and confidence with our stakeholders as well as receive vital information, a biannual parent and community survey will be conducted to gather perceptions data on strengths and needs and the effectiveness of the Improvement Activities that have been employed under the following CSF Milestones: school climate, academic performance, effective leadership, extended learning time, parent/community involvement, and overall quality of education. The feedback we receive will serve a two-fold purpose: 1) it will inform the PDM committee of critical areas to be addressed; and 2) foster a connection between the school and the community/parents. Staff surveys will also be utilized in order to obtain an educator's perspective as to the successful implementation of the grant, recommendations for changes and improvements, etc.

Various focus groups made up of students, community members, parents (of varying backgrounds and encompassing all grade levels), the Smith Parent Facilitator, and the Smith social worker will meet quarterly to discuss and review the progress of the TTIPS grant implementation. The information acquired will provide a more in-depth analysis of strengths and/or weaknesses. It will also be used to set priorities as to which areas need to be addressed immediately. This information will be submitted to the PDM chair person for review at the monthly PDM meetings.

Our PDM committee, which is comprised of community members, parents, teachers and administrators, will meet monthly to discuss, review, and amend the execution of the TTIPS grant. The PDM committee will analyze all the collected data to determine if all components of the grant are being successfully implemented as outlined and/or if any adjustments need to be made.

Teachers, instructional support staff and administrators will form Professional Learning Communities (PLC) in order to allow numerous opportunities to seek and share learning and act on the learning that is gained. The goal of the PLC will be to enhance our effectiveness as professionals so that students reap the benefits. This process will lead to higher levels of student achievement and will ensure that struggling students receive additional time and support based on intervention rather than remediation. During PLC days, staff will not only disaggregate relevant student data, review student work, plan interventions utilizing the RtI model, design integrated units of study, and have collaborative conversations, but will also participate in professional development in areas of need. The PLC process is an effective strategy for school change and improvement, which is the overarching goal of Smith ES.

An instructional walk is an important leadership tool for instructional improvement. A team of teachers will meet with the administrator and decide on the focus of the walk (i.e. looking for journal writing, math stations, etc.). They will then visit a variety of classrooms looking for specific implementation of the grant activities, collecting data through their observations and note taking. This information will be submitted to the design team, allowing them to gauge the school's progress of the implementation of the Improvement Activities. By focusing on a specific aspect of instruction, the team can identify topics for professional development or faculty support and mentoring.

In order to ensure continuous improvement of Weldon A. Smith Elementary, all aspects of the grant and its implementation will be continuously monitored. Adjustments will be made as deemed necessary by the data collected in order to continue to make gains in student achievement.

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**Texas Title I Priority Schools Grant**

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**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

In order to ensure compliance of the stated plan of action as outlined in the grant, and to determine the effectiveness of the various activities within the plan, it is imperative to have an ongoing evaluation process in place. Collecting continuous feedback from all stakeholders of Smith ES will be one of several evaluation processes that will be utilized to determine which, if any, improvements and adjustments are needed to attain the goals in the grant. A goal is always accomplished more efficiently if everyone has contributed to the plan of action. Biannual parent and community surveys will be conducted to gather perceptions data on strengths and needs of the school and the overall effectiveness of the improvement activities that have been employed. The feedback gathered from these surveys will be analyzed at monthly PDM meetings in order to ensure ongoing decision-making and appropriate action.

Smith Elementary supports recognition and involvement of all to increase student achievement. One of our goals is to transform the perception that school is for students and staff only. Smith Elementary should be the center of learning for the entire community. Parent and community input is critical to the success of our campus. Our desire is to create opportunities to inform and educate families so they will work as a cooperative entity with the school and community for the benefit of our students. We plan to accomplish this through innovative programs that will meet the needs of our families and the community. Various parent and/or community workshops, educational activities and events will be offered throughout the entire school year (i.e. Family Reading Night, Math Survivor Night, Homework Help, Science Fair Work Nights, etc.). At the close of each event, parents and/or community members will be asked to fill out an evaluation survey of the workshop/activity as well as to offer any suggestions for improvement. The information gathered from these surveys will allow the PDM committee to make informed decisions about the success and/or failure of each activity; therefore, allowing us to revise our goals and objectives as needed.

Focus Groups comprised of students, parents, community and business partners will be utilized in order to collect opinions, belief and attitudes about the improvement activities being implemented. Quarterly focus groups will be conducted and a conversation guide will be developed in order to ensure that each meeting is conducted in a similar fashion making the results more reliable. The conversation guide will consist of several well-designed open-ended questions that will help ensure the collection of essential data. The data will then be compiled, analyzed and synthesized in order to prepare for presentation. A narrative format that includes an executive summary, major findings, emerging themes, conclusions, and recommendations will be presented to the PDM committee for review and follow-through.

Instructional walks will provide the campus design team with an opportunity to collect real-time data that reveals the instructional practices used throughout the school. Data collection will be focused on identifying the implementation of the improvement activities. The data gathered during the instructional walks will form the basis for professional conversations with faculty or individual teachers for the purpose of informing and improving instructional decisions, strengthening teachers' abilities to deliver effective, engaging lessons, and improving the success of all students.

Texas Education Agency (TEA), SIRC and its contractors will conduct periodic onsite visits in an effort to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement and is modified if ineffective. The information gathered from these visits will be reviewed and analyzed so that appropriate corrective action may be taken. Smith ES remains committed to ensuring that any and all corrective actions resulting from "on-site visits" are implemented successfully.

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**Texas Title I Priority Schools Grant**

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

Qualitative data in the form of surveys, focus groups, program evaluations (from the various community and parent workshops, educational activities and events), instructional walks, and results from onsite TEA and SIRC visits will be utilized to determine if the goals of the grant are being met and if the students of Smith Elementary are showing increased achievement in reading and math. The campus design team, consisting of grade level representatives, instructional support staff, and administrators, will be responsible for compiling, analyzing and interpreting the data gathered from each of the aforementioned sources. A summary of the patterns and trends for each improvement activity will be submitted to the PDM committee for review and follow through.

Assessment is a major key to effective instruction and use of materials; therefore, one of the major elements in making our instructional programs successful and increasing student achievement will be data-driven instruction. Teachers will be required to establish and maintain a student data notebook--a resource that tracks students' progress (i.e. standardized test scores, test grades, behavior infractions, attendance, etc.). Through the use of the student data notebooks, teachers will be better able to differentiate instruction for the individual students. Teachers and staff will pre-assess, develop benchmark tests and assess to ensure that all Texas Essential Knowledge and Skills (TEKS) and Texas Assessment of Knowledge and Skills (TAKS) objectives are being mastered each six weeks. Along with the teacher-developed benchmark assessments, teachers will also utilize the benchmarks developed by the Corpus Christi ISD. Data will also be collected from other diagnostic tools such as STAR Reading, STAR Math, AR Reading, and AR Math to name just a few. The quantitative data collected from all screening assessments and diagnostic measures will be vital in monitoring student progress as they advance along the continuum of learning. Teachers will meet in grade level meetings, vertical team meetings and on PLC days to assess results and determine the weaknesses and strengths of the students, design strategies for improvement and ascertain topics for professional development. A new district instructional management system, Eduphoria, will be implemented during the 2010-2011 school year to better track student data (i.e. benchmark and TAKS assessment data, attendance data, special programs and demographic data) from grade level to grade level and year-to-year. This tool will provide a clearer picture of the whole child's learning needs and how they are being met.

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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).

As our campus approached the end of the school year, we began to conduct a comprehensive needs assessment of our programs and our work this school year. Various committees and groups analyzed current school data to determine areas of strength and weakness. Data that was reviewed included the following:

- K) Spring 2010 TAKS Results for students in grades 3,4,and 5
- L) Spring TPRI, Lexia, and DRA assessments regarding the reading levels of students in PK- 2
- M) Accelerated Reader Reports
- N) Report card grades---passing and failure rates---number of failing grades per teacher
- O) RTI Intervention Reports on Tier II students
- P) School Climate Surveys from the previous school year from parents, teachers, and students
- Q) STaR Technology Campus Survey Reports
- R) Interviews with students
- S) Parent Involvement Sign-in logs
- T) Volunteers in Schools Sign-in logs
- U) Special Education Data regarding services being provided to students
- V) PDAS Evaluation Reports were reviewed by Administrators
- W) Benchmark Assessment Data
- X) Attendance Reports for each six weeks
- Y) Discipline Referral Data including an analysis of the types of infractions
- Z) Monitoring of the Campus Improvement Plan by vertical action teams
- AA) Budget reports and reports of expenditures
- BB) Parent interviews and conferences

As we reviewed various data pieces, we involved a variety of our stakeholders. First, staff members met in vertical teams to analyze "what worked" and what "didn't work" in our campus improvement plan. As the vertical teams conducted this review they also reviewed a variety of data (as listed above). Then, they provided suggestions for improving on the strategies that didn't work or that needed further implementation and consideration.

Then, the campus Planning and Decision Making team (comprised of a PTA parent representative, a parent, community members, business members, and staff members) met to further review data. As they reviewed data, discussions were also held about next steps for improving student achievement, professional development, and parent engagement.

Furthermore, the campus design team (comprised of teacher leaders, counselor, instructional teacher advisor, and administrators) met and analyzed various data pieces. Two members of the design team had also attended a full day workshop on conducting thorough comprehensive needs assessments prior to these meetings. During that extensive workshop, these two participants also worked collaboratively with district personnel to analyze data through a variety of new techniques.

The PTA Executive Board also met for an end of year meeting with the principal, and during that meeting several parental involvement data pieces were reviewed and discussed. We plan on increasing the participation of students in our review and data gathering as students "voice the truth;" and after all, our purpose is to serve their interests and needs in our education world called school.

All of these meetings and discussions help provide a "picture" of the school year in terms of "hard data."

As the campus design team and other stakeholders began to review the TTIPS grant application and its requirements, these participants also began to determine performance measures and goals for our campus that would form the basis for our transformation. Realizing that performance goals must be measurable and also feasible, the various participants began to target and discuss those performance measures that would provide us with the impetus to make the most improvement to our school and ultimately to student achievement.

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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).

As the campus design team reviewed the findings of the data analysis, they began to discuss research-based initiatives and strategies that would help our campus reach its goals. The stakeholders also realize that although performance measures and goals are being established for our work, that there will need to be ongoing and continuous review of data throughout the year.

By utilizing various stakeholders and various committees and teams of people to review and analyze data, it became obvious that people sometimes view data differently. These different perspectives often provide other ways of looking at the data which in turn leads to new ideas and solutions. Therefore, our campus will continue to have various groups of participants assist in reviewing data and helping to set performance goals. This process must be an ongoing, continuous task in order to help our campus move forward and meet the demanding, diverse needs of our students and community.

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<p>by telephone/e-mail/FAX on <i>9/20/10</i> by <i>S. Shuhan</i> of TEA.</p>		

**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA - Develop a literate community of learners focusing on reading and writing across the curriculum which builds upon the Literacy Framework of Strategies.	Number of failing grades given per six weeks average for 1 <sup>st</sup> -5 <sup>th</sup> grade; TAKS Scores, Envision Diagnostic Benchmark Tests, Developmental Reading Assessment (DRA)	Number of failing grades given on report card averages 106 per six weeks; Lexia Comprehensive Reading Test (CRT)-80%; <u>Reading TAKS Scores:</u> All-88%, Economically Disadvantaged (ED)-85%	Failing grades decrease by 3%; Developmental Reading Assessment (DRA2)-70% on or above grade level; <u>Reading TAKS Scores:</u> All-90% ED-88%	Failing grades decrease by 3% from the previous year; DRA2 -80% on or above grade level; <u>Reading TAKS Scores:</u> All-93% ED-90%	Failing grades decrease by 3% from the previous year; DRA2 -90% on or above grade level; <u>Reading TAKS Scores:</u> All-95% ED-95%
2	Improve Student Achievement in Mathematics	TAKS Scores, Envision Diagnostic Benchmark Tests	<u>Math TAKS Scores:</u> All-83%, Economically Disadvantaged (ED)-79%; Envision Diagnostic Benchmark Tests-50%	<u>Math TAKS Scores:</u> All-85%, ED - 83%; Envision Diagnostic Benchmark Tests-70%	<u>Math TAKS Scores:</u> All-90%, ED - 88%; Envision Diagnostic Benchmark Tests-80%	<u>Math TAKS Scores:</u> All-95%, ED - 93%; Envision Diagnostic Benchmark Tests-90%
3	Annual pre-, mid- and post-assessments for Mathematics and Reading/ELA as well as pre-, mid- and post-assessments for each new content area of instruction in those subjects for school-wide assessment standardization.	TAKS Scores, Envision Diagnostic Benchmark Tests, Developmental Reading Assessment (DRA)	<u>Math TAKS Scores:</u> All-83% Economically Disadvantaged (ED)-79%; Envision Diagnostic Benchmark Tests-50% <u>Reading TAKS Scores:</u> All-88% Economically Disadvantaged (ED)-85%; AEIS campus data indicates a 5% decline in TAKS Writing from 2003-2010.	<u>Math - TAKS Scores:</u> All-85% ED-83%; Envision Diagnostic Benchmark Tests-70% <u>Reading - TAKS Scores:</u> All-90% ED-88%; DRA2 -70% on or above grade level	<u>Math - TAKS Scores:</u> All-90% ED-88%; Envision Diagnostic Benchmark Tests-80% <u>Reading - TAKS Scores:</u> All-93% ED-90%; DRA2-80% on or above grade level	<u>Math - TAKS Scores:</u> All-95% ED-93%; Envision Diagnostic Benchmark Tests-90% <u>Reading - TAKS Scores:</u> All-95% ED-95%; DRA2-90% on or above grade level
4	All Smith teachers will establish and maintain an updated, continuous data notebook with documentation on all individual students	PDAS, Regular Instructional Walk Throughs, Data Notebooks	No Data Available	80% of all teachers will maintain a data notebook on all grade-level	90% of all teachers will maintain a data notebook on all grade-level	100% of all teachers will maintain a data notebook on all grade-level

				specific students.	specific students.	specific students.
5	School-wide classroom instruction will include regular differentiated, small group instruction and incorporate highly engaging activities to provide remediation, on-level instruction and enrichment.	PDAS, Regular Instructional Walk-Throughs, Student Surveys	No Data Available	100% of the teachers will utilize differentiated small group instruction during 50% of the instructional days in math and reading.	100% of the teachers will utilize differentiated small group instruction during 70% of the instructional days in math and reading.	100% of the teachers will utilize differentiated small group instruction during 90% of the instructional days in math and reading.
6	Routine writing and interactive journaling in both Math and Reading/LA will cultivate a cross-curricular school climate that involves a multi-pronged approach to enhance students' writing abilities across subjects and grade levels.	Writing artifacts for non-TAKS grade levels; TAKS Writing Scores	Data unavailable for non-TAKS grade levels; TAKS Writing scores declined 5% from 2003-2010; 2010 Writing Score: 89% <u>Composition Rating:</u> 1 - 9% 2 - 74% 3 - 17% 4 - 0%	Academic student folders will contain 2 writing artifacts per subject; <u>TAKS Writing:</u> 25% of students will score a 3 or 4 and 2% or less will receive a score of 1. TAKS Writing All: 90%	Academic student folders will contain 4 writing artifacts per subject; <u>TAKS Writing:</u> 30% of students will score a 3 or 4 and 0% will receive a score of 1. TAKS Writing All: 93%	Academic student folders will contain 5 writing artifacts per subject; <u>TAKS Writing:</u> 45% of students will score a 3 or 4 and 0% will receive a score of 1. TAKS Writing All: 95%
7	Collaborative vertical teams for Math and Reading/LA.	PDM, Instructional Walk-Throughs	No Data Available	All teachers will participate in vertical team meetings twice per semester.	All teachers will participate in vertical team meetings once per grading period.	All teachers will participate in vertical team meetings twice per grading period.
8	Grade levels will employ content-specific TEKS in Math, Reading/ELA, Science and Technology to connect standardized material with life experiences as they work on their service learning projects.	Texas Essential Knowledge and Skills (TEKS); Scope and Sequence, District Benchmark Data, TAKS Scores, Instructional Walk Throughs, Envision Diagnostic Benchmark Tests, Developmental Reading Assessment (DRA)	AEIS Campus Data reports a 5% decline in TAKS Writing and Reading from 2003-2010, a 2% decline in TAKS Science from 2009-2010, and Math scores including an average of only 83% of students meeting the standard.	<u>Math - TAKS Scores:</u> All-85% ED-83%; Envision Diagnostic Benchmark Tests-70% <u>Reading - TAKS Scores:</u> All-90% ED-88%; DRA2 -70% on or above grade level	<u>Math - TAKS Scores:</u> All-90% ED-88%; Envision Diagnostic Benchmark Tests-80% <u>Reading - TAKS Scores:</u> All-93% ED-90%; DRA2-80% on or above grade level	<u>Math - TAKS Scores:</u> All-95% ED-93%; Envision Diagnostic Benchmark Tests-90% <u>Reading - TAKS Scores:</u> All-95% ED-95%; DRA2-90% on or above grade level
9	Proposed service learning project to promote humane and character education	Counselor Reports; Discipline referrals; Classroom engage-	Counselor reports indicate a growing desire	Decrease discipline referrals by 10%;	Decrease discipline referrals by 25%;	Decrease discipline referrals by 40%;

through partnership with local animal shelters to evoke awareness and application of compassion, kindness, responsibility and advocacy.	ment /productivity (teacher self-report); Humane and character education post-tests; TAKS scores; Attendance Records; Classroom Productivity and Engagement (PDAS) and Instructional Walk Throughs.	of students to care for a pet as well as regular bereavement because of pet/animal deaths due to improper animal care.	Increase Humane/ Character Education by 25%; Math - TAKS Scores: All-85% ED-83%; Envision Diagnostic Benchmark Tests-70% Reading - TAKS Scores: All-90% ED-88%; DRA2 -70% on or above grade level	Increase Humane Education awareness by 50%; Math - TAKS Scores: All-90% ED-88%; Envision Diagnostic Benchmark Tests-80% Reading - TAKS Scores: All-93% ED-90%; DRA2-80% on or above grade level	Increase Humane Education awareness by 75%; Math - TAKS Scores: All-95% ED-93%; Envision Diagnostic Benchmark Tests-90% Reading - TAKS Scores: All-95% ED-95%; DRA2-90% on or above grade level
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**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	Teachers will attend professional development sessions that focus on how to conduct in-depth data analysis.	Professional development sign in sheets, planning session sign in sheets	Teachers attended approximately 70% of professional development and planning sessions.	Teachers will attend 85% of off-contract professional development and 100% of planning sessions on contract	Teachers will attend 90% of off-contract professional development and 100% of planning sessions on contract	Teachers will attend 95% of off-contract professional development and 100% of planning sessions on contract
2	All teachers will create and maintain a student data notebook containing a variety of current student data on every student. Teachers must bring notebook to each data analysis professional development session, PLC day, and planning session.	PDAS, Instructional Walkthroughs, Data Notebook	No data available	Maintain a data notebook with at least three different data sources per student	Maintain a data notebook with at least four different data sources per student	Maintain a data notebook with at least five different data sources per student
3	Monthly Instructional Walk Throughs (Learning Walks) will be conducted. The team will look for specific evidence that Improvement Activities as outlined in the grant are being implemented.	Instructional Walkthrough observation form	No data available	90% of classrooms observed will have evidence of Year One Improvement Activities	95% of classrooms observed will have evidence of Year Two Improvement Activities	100% of classrooms observed will have evidence of Year Three Improvement Activities

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Campus leaders will provide and staff will participate in numerous opportunities for ongoing, high-quality, job-embedded professional development based on the needs of the teachers	Professional Development Needs Assessment and Action Plan, Professional Development Sign in Sheets, Evaluations and Reflections	At least 8 high quality professional development days were offered during the 2009-2010 school year	Staff will participate in a minimum of 10 full days of high quality professional development	Staff will participate in a minimum of 12 full days of high quality professional development	Staff will participate in a minimum of 14 full days of high quality professional development
2	Model/Mentor (teacher) Instructors will work with other teachers to model best practices and help teachers improve instruction.	Model/Mentor Instructor Meeting Log, Reflective Journals	No data available	Meet with teacher needing assistance at least twice a week.	Meet with teacher needing assistance at least twice a week.	Meet with teacher needing assistance at least twice a week.
3	Teacher Facilitators will help teachers to improve student achievement through the use of effective observation of a teacher's teaching skills and effective coaching strategies.	Locally developed observation instrument, meeting log, student achievement data (i.e. benchmark results, TAKS scores, Developmental Reading Assessment (DRA2), Envision Diagnostic Benchmark Tests	Number of failing grades given on report card averages 106 per six weeks; Lexia Comprehensive Reading Test (CRT)-80%; <u>Reading TAKS Scores:</u> All-88%, Economically Disadvantaged (ED)-85%; <u>Math TAKS Scores:</u> All-83%, Economically Disadvantaged (ED)-79%; Envision Diagnostic Benchmark Tests-50%	Failing grades will decrease by 3%; Developmental Reading Assessment (DRA2)-70% on or above grade level; <u>Reading TAKS Scores:</u> All-90% ED-88%; <u>Math TAKS Scores:</u> All-85%, ED - 83%; Envision Diagnostic Benchmark Tests-70%	Failing grades will decrease by 3% from the previous year; DRA2 - 80% on or above grade level; <u>Reading TAKS Scores:</u> All-93% ED-90%; <u>Math TAKS Scores:</u> All-90%, ED-88%; Envision Diagnostic Benchmark Tests-80%	Failing grades will decrease by 3% from the previous year; DRA2 - 90% on or above grade level; <u>Reading TAKS Scores:</u> All-95% ED-95%; <u>Math TAKS Scores:</u> All-95%, ED-93%; Envision Diagnostic Benchmark Tests-90%

**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	After attending a full-day pre-kindergarten class, students will meet the passing rate of the Phonological Awareness and Literacy Screening (PALS).	Phonological Awareness Literacy Screening (PALS)	87% of the Pre-K students in both the Pre-K a.m. and p.m. class combined met the PALS passing rate.	90% of the Pre-K students will meet or exceed the PALS passing rate.	93% of the Pre-K students will meet or exceed the PALS passing rate.	96% of the Pre-K students will meet or exceed the PALS passing rate.
2	Extending the learning day by 30 minutes will result in improved student achievement in reading and/or math or both core subjects.	Number of failing grades given per six weeks average for 1 <sup>st</sup> -5 <sup>th</sup> grade; TAKS Scores, Envision Diagnostic Benchmark Tests, Lexia Comprehensive Reading Test (CRT), Developmental Reading Assessment (DRA2)	Number of failing grades given on report card averages 106 per six weeks; Lexia Comprehensive Reading Test (CRT)-80%; <u>Reading TAKS Scores:</u> All-88%, Economically Disadvantaged (ED)-85%; <u>Math TAKS Scores:</u> All-83%, Economically Disadvantaged (ED)-79%; Envision Diagnostic Benchmark Tests-50%	Failing grades will decrease by 3%; Developmental Reading Assessment (DRA2)-70% on or above grade level; <u>Reading TAKS Scores:</u> All-90% ED-88%; <u>Math TAKS Scores:</u> All-85%, ED - 83%; Envision Diagnostic Benchmark Tests-70%	Failing grades will decrease by 3% from the previous year; DRA2 - 80% on or above grade level; <u>Reading TAKS Scores:</u> All-93% ED-90%; <u>Math TAKS Scores:</u> All-90%, ED-88%; Envision Diagnostic Benchmark Tests-80%	Failing grades will decrease by 3% from the previous year; DRA2 - 90% on or above grade level; <u>Reading TAKS Scores:</u> All-95% ED-95%; <u>Math TAKS Scores:</u> All-95%, ED-93%; Envision Diagnostic Benchmark Tests-90%
3	Saturday Enrichment Academy attendees will show improvement in reading and/or math or both core subjects.	Number of failing grades given per six weeks average for 1 <sup>st</sup> -5 <sup>th</sup> grade; TAKS Scores, Envision Diagnostic Benchmark Tests, Diagnostic Reading Assessments (DRA2)	Number of failing grades given on report card averages 106 per six weeks; Lexia Comprehensive Reading Test (CRT)-80%; <u>Reading TAKS Scores:</u> All-88%, Economically Disadvantaged (ED)-85%; <u>Math TAKS Scores:</u> All-83%, Economically Disadvantaged (ED)-79%; Envision Diagnostic Benchmark Tests-50%	Failing grades will decrease by 3%; Developmental Reading Assessment (DRA2)-70% on or above grade level; <u>Reading TAKS Scores:</u> All-90% ED-88%; <u>Math TAKS Scores:</u> All-85%, ED - 83%; Envision Diagnostic Benchmark Tests-70%	Failing grades will decrease by 3% from the previous year; DRA2 - 80% on or above grade level; <u>Reading TAKS Scores:</u> All-93% ED-90%; <u>Math TAKS Scores:</u> All-90%, ED-88%; Envision Diagnostic Benchmark Tests-80%	Failing grades will decrease by 3% from the previous year; DRA2 - 90% on or above grade level; <u>Reading TAKS Scores:</u> All-95% ED-95%; <u>Math TAKS Scores:</u> All-95%, ED-93%; Envision Diagnostic Benchmark Tests-90%

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase positive parent opportunities on campus.	Parent Sign-in Sheets, Calendar of Events and Agendas	25 positive parent opportunities were offered on campus	30 parent opportunities offered on campus	35 parent opportunities offered on campus	40 parent opportunities offered on campus
2	Increase student attendance.	Attendance Reports	95.0%	Increase attendance from previous year to 95.5%	Increase attendance from previous year to 96%	Increase attendance from previous year to 96%
3	Increase academic achievement of students in reading and math.	Number of failing grades given per six weeks average for 1 <sup>st</sup> -5 <sup>th</sup> grade; TAKS Scores, Envision Diagnostic Benchmark Tests, Developmental Reading Assessment (DRA2)	Number of failing grades given on report card averages 106 per six weeks; Lexia Comprehensive Reading Test (CRT)-80%; <u>Reading TAKS Scores:</u> All-88%, Economically Disadvantaged (ED)-85%; <u>Math TAKS Scores:</u> All-83%, Economically Disadvantaged (ED)-79%; Envision Diagnostic Benchmark Tests-50%	Failing grades will decrease by 3%; Developmental Reading Assessment (DRA2)-70% on or above grade level; <u>Reading TAKS Scores:</u> All-90% ED-88%; <u>Math TAKS Scores:</u> All-85%, ED - 83%; Envision Diagnostic Benchmark Tests-70%	Failing grades will decrease by 3% from the previous year; DRA2 - 80% on or above grade level; <u>Reading TAKS Scores:</u> All-93% ED-90%; <u>Math TAKS Scores:</u> All-90%, ED-88%; Envision Diagnostic Benchmark Tests-80%	Failing grades will decrease by 3% from the previous year; DRA2 - 90% on or above grade level; <u>Reading TAKS Scores:</u> All-95% ED-95%; <u>Math TAKS Scores:</u> All-95%, ED-93%; Envision Diagnostic Benchmark Tests-90%
4	Parents feel a strong partnership and responsibility for child's learning and success.	Parent Survey, Social Worker/ Counselor, Campus Needs Assessment (Use forms from Project Appleseed)	No Data Available	Increase of positive relationships according to parents on the parent survey	Increase of positive relationships according to parents on the parent survey	Increase of positive relationships according to parents on the parent survey

per D. McAden 9/20/10

178-904808

6	Work collaboratively with community partners to meet the needs of our students and enhance their academics and self esteem	Community partnership letters; calendar of events	5 partners	6 partners	9 partners	12 partners
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**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 student attendance in grades Pre-K through 5 <sup>th</sup> grade.	Attendance Reports	95%	Increase attendance from previous year to 95.5%	Increase attendance from previous year to 96%	Maintain attendance at 96%
2	Decrease the number of chronically absent students.	Attendance Reports	46 students	Decrease to 36 students	Decrease to 30 students	Decrease to 20 students
3	Decrease the number of student office referrals.	Referral Frequency Records	997	Decrease by 10% from previous year	Decrease by 10% from previous year	Decrease by 10% from previous year
4	Increase the number of parent/guardian visitors to our campus.	Visitor Records	1275	Increase to 1400	Increase to 1700	Increase to 2000
5	Increase student involvement in after school programs and clubs.	Program, club and attendance records.	17% of students participated in programs/clubs.	30% of students will participate.	50% of students will participate	75% of students will participate
6	Increase overall teacher and staff satisfaction based upon climate survey results.	CCISD Staff Climate Survey	68% of teachers and staff enjoy working at this school	80% of teachers and staff enjoy working at this school	90% of teachers and staff enjoy working at this school	95% of teachers and staff enjoy working at this school
7	Work collaboratively with the community and student clubs to improve overall visual aspects of the school (ex: garden clubs - add plants to façade; eco-friendly – litter pickup; Art Club – paintings; Tech Club – picture wall).	CCISD Staff Climate Survey	79% of teachers and staff take pride in the way the school looks.	85% of teachers and staff take pride in the way the school looks.	95% of teachers and staff take pride in the way the school looks.	100% of teachers and staff take pride in the way the school looks.

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase student achievement in reading/LA and math.	Number of failing grades given per six weeks average for 1 <sup>st</sup> -5 <sup>th</sup> grade; TAKS Scores, Envision Diagnostic Benchmark Tests, Developmental Reading Assessment (DRA2)	Number of failing grades given on report card averages 106 per six weeks; Lexia Comprehensive Reading Test (CRT)-80%; <u>Reading TAKS Scores:</u> All-88%, Economically Disadvantaged (ED)-85%; <u>Math TAKS Scores:</u> All-83%, Economically Disadvantaged (ED)-79%; Envision Diagnostic Benchmark Tests-50%	Failing grades will decrease by 3%; Developmental Reading Assessment (DRA2)-70% on or above grade level; <u>Reading TAKS Scores:</u> All-90% ED-88%; <u>Math TAKS Scores:</u> All-85%, ED - 83%; Envision Diagnostic Benchmark Tests-70%	Failing grades will decrease by 3% from the previous year; DRA2 - 80% on or above grade level; <u>Reading TAKS Scores:</u> All-93% ED-90%; <u>Math TAKS Scores:</u> All-90%, ED-88%; Envision Diagnostic Benchmark Tests-80%	Failing grades will decrease by 3% from the previous year; DRA2 - 90% on or above grade level; <u>Reading TAKS Scores:</u> All-95% ED-95%; <u>Math TAKS Scores:</u> All-95%, ED-93%; Envision Diagnostic Benchmark Tests-90%
2	Retain high quality teachers	Personnel Rosters-- Service Record	4 high quality staff members transferred out to another campus	Retain 90% of high quality teachers	Retain 95% of high quality teachers	Retain 95% of high quality teachers
3	Increase Attendance at Campus-Based and Job-Embedded Professional Development	Learning Links Rosters and Evaluations	75% of the staff will attend professional development (PD)sessions	85% of the staff will attend PD sessions	90% of the staff will attend PD sessions	95% of the staff will attend PD sessions
4	Increase in the number of staff that meet criteria to receive Financial Incentive Awards	Staff Roster and Payout list	66% of the staff met award criteria	80% of the staff will meet award criteria	90% of the staff will meet award criteria	100% of the staff will meet award criteria

**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

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

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

<b>Barrier: Gender-Specific Bias</b>				
#	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"/>

<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	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"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**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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**Texas Title I Priority Schools Grant**

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

**Barrier: Drug-Related Activities (cont.)**

D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input 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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	<b>Texas Title I Priority Schools Grant</b>	

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

**Barrier: Absenteeism/Truancy**

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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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**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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		Amendment No.
by telephone/e-mail/FAX on <u>9/20/10</u> by <i>S. Stueben</i> of TEA.		

**Texas Title I Priority Schools Grant**

**Schedule #5—Program Budget Summary**

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

Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100 \$ 3,389,203	\$ 111,000	\$	\$ 3,500,203
Professional and Contracted Services	5C 6200 156,809			156,809
Supplies and Materials	5D 6300 351,985			351,985
Other Operating Costs	5E 6400 <del>208,000</del> 176,000		32,000	208,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX			
	Total Direct Costs	111,000	32,000	4,216,997
	% Indirect Costs	<del>111,000</del> 14,573		14,573

**Grand Total**

Total Budgeted Costs:	\$ 4,073,997	\$ <del>111,000</del>	\$ 32,000	\$4,231,570
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*4105997      125573*

**Administrative Cost Calculation**

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	<i>JT</i> 4,231,570 <i>805</i>
Multiply by 2.340 (5% limit)	<del>622,785</del> X <del>2.340</del> .05 <i>805</i>
Enter Maximum Allowable for Administration, including Indirect Costs	\$ <del>14,573</del> 211,578

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**Texas Title I Priority Schools Grant**

**Schedule #5—Program Budget Summary**

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

Year 1: SY 2010-2011 \$1,410,523

Year 2: SY 2011-2012 \$\*1,410,523

Year 3: SY 2012-2013 \$\*1,410,524

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

**Provide any necessary explanation or clarification of budgeted costs**

Payroll costs include the salaries and stipends for the following:

6 additional teachers---5 to co-teach and 1 to teach PK-4 full day.

1 Para staff for PK-4 class

1 Para staff for Community Liaison Clerk

3 Teacher Facilitators (Campus Instructional Coaches)

1 Social Worker

1 Counselor

1 District Shepherd, 1 District Bookkeeper

Childcare to be paid to Aux. employee

Substitute for Professional Learning Days

Incentive Pay Stipends for increased student achievement and retention/recruitment of staff

Extra Duty Stipends for Professional Learning Days, Increased Learning Time, Tutoring at Extended Day/Summer,

Mentor Stipends

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5B—Payroll Costs (6100)</b>							
<b>Budgeted Costs</b>							
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted	
<b>Instruction</b>							
1	Teacher	Pre K-1, Co-Teach-5,	6		\$	834,546	
2	Educational Aide	Pre K Para	1			46,364	
3	Tutor						
<b>Program Management and Administration</b>							
4	Project Director	District Shepherd		1		75,000	
5	Project Coordinator						
6	Teacher Facilitator						
7	Teacher Supervisor						
8	Secretary/Administrative Assistant						
9	Data Entry Clerk						
10	Grant Accountant/Bookkeeper	District Bookkeeper		1		36,000	
11	Evaluator/Evaluation Specialist						
<b>Auxiliary</b>							
12	Counselor	Additional Counselor--Guidance	1			154,545	
13	Social Worker	Community & Parent Involvement	1			154,545	
14	Child Care Provider	Childcare for weekly parent meeting 30 @ \$50		2		4,500	
15	Community Liaison/Parent Coordinator	Community Liaison Clerk	1			46,000	
16	Bus Driver						
17	Cafeteria Staff						
18	Librarian						
19	School Nurse						
<b>Other Employee Positions</b>							
22	Title:	Campus Instructional Coaches--provide professional development	3			435,816	
23	Title:	Retention/Recruitment Incentive Pay Stipend				157,500	
24	Title:	Academic Growth Incentive Pay Stipend				750,000	
25	Title:						
26	<b>Subtotal Employee Costs</b>					\$	2,694,816
<b>Substitute, Extra-Duty, Benefits</b>							
27	6112	Substitute Pay (Subs for Professional Development)			\$	\$ 64,800	
28	6119	Professional Staff Extra-Duty Pay----Extended daily learning time, mentor stipend, staff dev., Sat/Summer extended time				398,422	
29	6121	Support Staff Extra-Duty Pay					
30	6140	Employee Benefits				342,165	
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>					\$	\$805,387
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>					\$	\$3,500,203

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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:		
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose:		
<b>Subtotal</b>			
<b>6200 – Professional and Contracted Services Cost Requiring Specific Approval</b>			

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

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Differentiated Instruction---Contracted Presenter	\$ 2,500	\$	\$ 2,500
2.	Guided Reading---Contracted Presenter	2,500		2,500
3.	Math Problem Solving---contract Presenter	5,000		5,000
4.	Capturing Kids Hearts---Contract Presenter	2,000		2,000
5.				
6.				
7.				
8.				
9.				
<b>Subtotal</b>				
<b>Professional and Consulting Services Less than \$10,000</b>			\$	\$ 12,000

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

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

External Evaluator---Contracted @ \$5000 yearly

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: <u>Wetzel Consulting</u>		\$ 15,000	\$	\$ 15,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (2.340%)				
<b>Total Payment:</b>		\$ 15,000	\$	\$ 15,000

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by S. Stueben of TEA.

9/20/10

Standard Application System (SAS)

School Years 2010-2013

County-District No.

17B-904 805

Amendment No.

**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):**

Positive Behavior Support---Presenter \$4000 yearly

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			\$ 12,000	\$	\$ 12,000
Title: Positive Behavior Support					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (2.340%)					
<b>Total Payment:</b>			<b>\$ 12,000</b>	<b>\$</b>	<b>\$ 12,000</b>

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

Social Services---Various contracted services with community/state agencies.

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			\$ 117,809	\$	\$ 117,809
Title: Social Service Agencies					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (2.340%)					
<b>Total Payment:</b>			<b>\$ 117,809</b>	<b>\$</b>	<b>\$ 117,809</b>

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

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

**Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:**

\$ \$ \$

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:

Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:

12,000 12,000

Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:

144,809 144,809

Remaining 6200- Professional and Contracted Services that do not require specific approval:

**Grand Total:** 156,809 156,809

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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	Promethean Actiboard + 2	Technology Integration Tool	9		30,537
2	ActiVote 25 (1)	"	1		1,399
3	ActivSlate 50 (1)	"	1		897
4	ActivView 322 (3)	"	3		5,391
5	Sony Handycam DCR SR68	Technology Club Equipment	4		1,360
6	Dell 1210S Projector	Classroom computer projector—tech integration	10		4,746
7	Student Laptops/Carry Case(40)	40 lap tops-- Student use for technology integration	40		60,000
8	Sony Cyber Shot DSCW 330/B (6)	Technology Club Equipment	6		1,008
9	ActivArena 50 (3)	Technology Integration Tool	3		1,341
10	ActivHub-wireless (3)	"	3		891
11	Memory Cards- cameras	Technology Club Equipment	12		174
12	Memory Stick - HandyCam 4GB	"	4		128
13	Projector Replacement Bulbs	Technology Integration Supplies	13		1,807
14	Tripod - HandyCam	Technology Club Equipment	2		54
15	WebCams	"	5		250
16	Dell Optiplex Student Computers	Parent Computers for Parent Lab	3		2,697
17	Dell Printer 2330 DN Laser	Printer for parent room	1		287
18	HP ScanJet 5590	Scanner for Parent Room	1		282
19					
6399	Technology Software- Not Capitalized				25,925
6399	Supplies and Materials Associated with Advisory Council or Committee				
<b>Total Supplies and Materials Requiring Specific Approval:</b>					<b>139,174</b>
<b>Remaining 6300-Supplies and Materials that do not require specific approval: Instructional Classroom supplies and materials; Additional Pre-K classroom supplies; Service Learning materials and supplies; other</b>					<b>212,811</b>
<b>Grand Total</b>				<b>\$</b>	<b>\$ 351,985</b>

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**Texas Title I Priority Schools Grant**

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

Expense Item Description		Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: National Conferences, School Site Visits, NSDC	\$	\$ 45,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		10,000
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:		
<b>Total 64XX- Operating Costs Requiring specific approval:</b>			<b>55,000</b>
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>		<b>32,000</b>	<b><del>121,000</del></b>
<b>Grand Total</b>		<b>\$ 32,000</b>	<b><del>\$ 176,000</del></b>

153000

208000

JT

<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>178-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>178-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>178-904</u> County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>178-904</u> County-District No.
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**W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.

**X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.

**Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).

**Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.

**AA. Submission of Audit Reports to TEA: Grantees which are public school districts and open enrollment charter schools** agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.

Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.

A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.

**BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:

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;

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>057905</u> County-District No.
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**Texas Title I Priority Schools Grant**

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

**CC. Federal Regulations Applicable to All Federal Programs:**

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>178-904</u> County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].

- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>178-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

**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**178-904

County-District No.

**Texas Title I Priority Schools Grant**

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

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

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

<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federal grants regardless of the dollar amount	<u>178-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**Certification**

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

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

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

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

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

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>178-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

11/89  
 03/90

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

<b>SCHEDULE #6D -</b> Disclosure of Lobbying Activities	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>178-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

(Attach Continuation Sheet(s), if necessary)

**[ITEMS 11-15 REMOVED]**

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

**Federal Use Only:** Standard Form LLL

**SCHEDULE #6E**NCLB ACT PROVISIONS &  
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**178-904

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].

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>178-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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**

178-904  
County-District No.

**Texas Title I Priority Schools Grant**

- 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 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.

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>178-904</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.

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>178-904</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 an 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;

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>178-904</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.

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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
    - (C)

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

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

**Statutory Program Assurances**

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

**TEA Program Assurances**

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

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- 4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
- 5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
- 6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
- 9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
- 10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will 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

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2013</b>	<u>178-904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

**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.

**SCHEDULE #6F**PROGRAM-SPECIFIC PROVISIONS  
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**178-904

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

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

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

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

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

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

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

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

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

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

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

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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

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY          Standard Application System          (SAS)</b>  <b>School Years 2010-2013</b>	<b>Corpus Christi ISD</b> LEA Name	178-904 County-District#
		Smith Elementary School Campus Name	178904134 Campus Number
1746000581 9-Digit Vendor ID#		2 ESC Region	
NOGA ID# (Assigned by TEA)		8/31/2010 Date of Report	
by telephone/e-mail/FAX on _____ by _____ of TEA.			

**Texas Title I Priority Schools Grant**

**Tier III Model Selection and Description Report - TRANSFORMATION**

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

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

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

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

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

**Part 1: Identified Needs**

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

**1. Improve Academic Performance**

<b>MILESTONE</b>	<b>A</b>	<b>A longitudinal study of the TAKS data from 2003-2009 indicated that Smith scores have declined in reading, math and writing. Teachers utilize student assessment data to drive instruction; however, it is vital to delve deeper as well as learn to analyze data through a variety of new techniques. Teachers must become proficient at disaggregating data in order to differentiate instruction and allow the data to better drive their instruction and interventions.</b>
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	B	Standards (TEKS) and assessments (TAKS) bring clarity to our instructional program by providing a coherent set of expectations for all. This provides a target on which teachers can focus their instruction and students can focus their studies. Other parts of our instructional program, such as curricula, opinions of stakeholders, data digs, tech integration, classroom instruction, and student achievement outcomes will also be a key component of our horizontally and vertically aligned curriculum.
	C	On-going monitoring of instruction will take place in many forms. Campus meetings will be conducted to review timelines and progress. Teachers will participate in monthly PLCs in which they will analyze data, design quality lessons, review student work (WOW protocol), and study to learn about best practices. Parents will be able to provide feedback through surveys and engagement-meters. Also, administration and teams of teachers will perform regular classroom learning/instructional walks.
<b>2. Increase the Use of Quality Data to Drive Instruction</b>		
Milestones	A	Teachers will be trained by the principal and PSP in effective data analysis beginning with an intense data dig on day one of the new school year. Teachers will also receive training on how to access student assessment data from the new electronic student data management system, Eduphoria. Teachers will also maintain an updated data notebook with individual documentation on all students. Teacher Facilitators will meet regularly with teachers to guide them in detailed analysis of student data.
	B	Students' academic progress will be measured frequently through a variety of assessment measures. The results will be utilized to improve individual student performance and improve our instructional programs. Support for teachers in analyzing and utilizing this data will be provided on a continuous basis. This collaborative effort will allow teachers to make the most effective decisions regarding next steps for instruction.
	C	Shared expertise is the driver of instructional change; therefore, regularly scheduled vertical team meetings will take place in which teachers can plan and work collaboratively. Teachers will also participate in monthly PLCs. These types of meetings will allow teachers time to discuss results of assessments, analyze data and share best practices.
<b>3. Increase Leadership Effectiveness</b>		
Milestones	A	High quality, on-going Job-Embedded Professional Development (JEPD) will be implemented in a variety of ways. JEPD will occur during vertical team meetings, faculty meetings, PLC days and regularly scheduled district PD days. Also, Teacher Facilitators will be hired and trained to work with and coach teachers. Teachers who effectively utilize best practices in the classroom will be selected to become mentor teachers and will work with teachers in need.
	B	By providing operational flexibility the staff is better able to meet the needs of the students and their families. The campus is able to have flexible hours and a calendar to accommodate the students that need more instruction or an extension. Some staff members will have a flexible work schedule which will allow them to work later in the day and on weekends. This provides us a better opportunity to work with parents on their time and provide them with training.
	C	With a flexible operational schedule, teachers are better able to participate in professional development opportunities (PLC days, grade level meetings, vertical team meetings). On a weekly basis, the campus will participate in one-hour PD sessions and staff will also have opportunities to attend Saturday PD sessions as well as Summer Learning Academies. Also, our Teacher Facilitators will be available to provide training and coaching to our teachers on a daily basis.
<b>4. Increase Learning Time</b>		
Milestones	A	Extending our half-day Pre-K to a full day and hiring an additional Pre-K teacher will better prepare our youngest as they begin their formal education. Also, extending the regular school day by 30 minutes will provide students with more instructional opportunities. A social worker with an evening and Saturday schedule will be available for parents who cannot seek assistance during the regular day. Teacher Facilitators will adopt differing schedules to service teachers before/after school.

B	Amending our instructional, ally-focused calendar beyond that of current district-wide operations is essential. Half-day Saturday Enrichment Academies (SEA) will service identified at-risk students with quality, targeted instruction. Enriching evening learning opportunities to extend student knowledge and application beyond the school day will also be provided.
C	Teachers, instructional support staff and administrators will form Professional Learning Communities (PLC) in order to allow numerous opportunities to seek and share learning and act upon the professional development gained. Staff will also meet regularly during faculty, vertical and grade level meetings. These collaboration opportunities will lead to increased student achievement and ensure that struggling students receive the support they need based on intervention rather than remediation.

**5. Increase Parent / Community Involvement**

Milestones	A	Giving parents and community increased opportunities to give input, will allow the school to better address the issues parents feel are vital. Many new programs will be implemented that will have parents visiting the school often. As they begin to feel a part of our school family, they will be better informed on issues that impact our school. Parents can give input via surveys, focus groups, email, by serving on P.T.A., and by participating in the Planning and Decision Making (PDM) committee.
	B	By increasing opportunities to engage parents as equal partners through programs, events, and educational opportunities, the door will open to more effective communication between the school, parents and community. Parents will also receive frequent school updates via the Smith website as well as a bi-weekly newsletter and notices sent home. Effectively communicating with parents will allow us to work more cohesively as a community to meet the needs of our populace.
	C	By increasing community involvement, Smith ES will become more aware of the services our community has to offer our student's families. The staff social worker and counselors will be instrumental in networking with community businesses and organizations in an effort to provide parents with the community services and resources they desperately need, ultimately fostering relationships with our parents and community.

**6. Improve School Climate**

Milestones	A	In 2009-2010, only 93% of our students were in attendance daily. Furthermore, 46 percent were chronically absent. Research indicates a direct correlation between attendance and overall academic performance; therefore, it is imperative to get our students to school. Various after school programs, clubs and enrichment activities that appeal to student's interests will be offered in an effort to increase student attendance. Students will also be rewarded for being in school.
	B	Reports indicate a high volume of student office referrals among our K-5 students. By improving our school climate, the number of office referrals will decrease, thus providing for more instructional time. Staff will receive job-embedded professional development on working with our diverse population and PBS interventions will be implemented in an effort to be proactive and improve social competence and academic achievement for all students.
	C	Research indicates that students not only learn most effectively through their specific learning style, but they are also more inclined to become engaged and put forth maximum effort in an area that interests them most. By providing extra- and co-curricular activities, students will have the opportunity for expansive learning, team building, and motivation that will ultimately benefit the school climate by means of increased attendance and decreased office referrals.

**7. Increase Teacher Quality**

Milestones	A	Teachers are currently evaluated using the Professional Development Appraisal System (PDAS) which consists of ongoing instructional monitoring, teacher input and professional growth opportunities. Teachers and administrators alike have identified a need for further evaluation and constructive critique of instruction. This locally developed appraisal instrument will include, job-embedded professional development opportunities that can be tailored to individual staff needs.
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<b>B</b>	<p>The current practice of professional development involves teachers attending district-led workshops. Staff will now have the opportunity to participate in job-embedded professional development throughout the school year and summer. PD will be based on staff needs as determined by student data and social/emotional or behavioral indicators, and researched-based instructional strategies (i.e. RtI, Marzano, etc.). Mentoring and coaching will also be available based on individual staff needs.</p>
<b>C</b>	<p>Through job-embedded professional development, extra support staff, a teacher induction program and increased incentive pay, Smith ES plans to improve upon the teaching potential and retention of current staff members who are completely committed to educating our students. With the implementation of the above-mentioned initiatives, the potential to recruit highly qualified teachers to Smith ES will dramatically increase, our students being the ultimate beneficiaries.</p>
<b>Other Identified Needs (not listed above)</b>	
<b>A</b>	
<b>B</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	33%
Increase the Use of Quality Data to Drive Instruction	6%
Increase Leadership Effectiveness	9%
Increase Learning Time	14%
Increase Parent / Community Involvement	11%
Improve School Climate	5%
Increase Teacher Quality	22%
Other Remaining Costs	0%

Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. *Note: Matching State or Local Funds are not required. If none, enter "0" on each line.*

Improve Academic Performance	51%
Increase the Use of Quality Data to Drive Instruction	3%
Increase Leadership Effectiveness	4%
Increase Learning Time	18%
Increase Parent / Community Involvement	3%
Improve School Climate	9%
Increase Teacher Quality	2%
Other Remaining Costs	0%

**Part 3: Intervention Model** Tier III Modified Transformation TEA Approved Model with technical assistance provided by the School Improvement Resource Center 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 *eight pages*, 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 – TIER III 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. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be kept on the campus, or be provided leadership coaching or training**

The principal was the leader on this campus for one year. The LEA evaluated the principal's effectiveness through both formative and summative assessments and decided that she be kept on the campus to lead the transformation project. Furthermore, Spring TAKS data indicated that students made substantial growth in math with a ten point increase for all students. During the implementation of the TTIPS grant, she will be evaluated in a multi-dimensional process. She will be evaluated through the current district principal evaluation process, following the timeline that is set by the superintendent. She will also submit her goals for each year as related to the Critical Success Factors included in the grant, along with the type of evidence that will demonstrate degree of accomplishment of each of these goals. Documentation of progress will be kept throughout the year and will be shared with her direct supervisor in an initial conference in September followed by a mid-year conference and an end-of-year conference. Another measure of her effectiveness will be a survey conducted with staff and parents in May of each school year. A final measure of her effectiveness will be student achievement, as evidenced by TAKS scores for grades 3-5, diagnostic data for grades Prekindergarten - Grade 3, and measures of student growth.

**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;**

Develop schoolwide and Individual Teacher (Class) Academic Growth Incentive Pay Program that will reward and compensate teachers, leaders, and other staff who have demonstrated use of effective teaching and professional development that has also increased student achievement performance in reading and math. Also, develop a Recruitment and Retention of Highly Qualified Staff Stipend in order to increase principal, teacher, and other professional staff retention/recruitment in working with a high-needs campus.

Involve a campus committee along with the TTIPS district shepherd to study and research other districts' incentive pay and reward systems. The campus committee will work with the principal to recommend guidelines for incentive pay for teachers, with student achievement being a major component. Research was done as the grant was being written, and it is the feeling of the leadership team that initial ideas need to be reviewed, discussed, and modified to ensure a high-quality system of awarding incentive pay.

Work with a third party to develop the schoolwide and Individual Teacher Academic Growth Incentive Pay Program as well as the Recruitment and Retention of Highly Qualified Staff Stipend Program. Ensure that all teachers and other staff that will be effected by these incentives and stipends are well aware of their responsibilities and that required expectations for growth are clearly articulated to all appropriate personnel. The final guidelines will be shared with the staff by the end of September 2010.

Marginal teachers will receive continuous support from the administrators, the Instructional Teacher Advisor, and teacher facilitators during the 2010-2011 school year in an effort to improve their instruction. Should instruction be deemed ineffective as walk-throughs and formative assessments are conducted early during the school year, growth plans will be developed. Progress, or lack of progress, as ascertained by a campus observation form and instructional walk-through data tool, will determine whether they will return or be removed from implementing the transformation program at Smith Elementary School by the spring of the school year. Campus administrators and the district shepherd will then work with district human resource personnel to remove teachers from this campus that are not successfully implementing the improvement activities of the grant for our high-needs students.

**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**

The most pivotal transformation initiative will be the systematic implementation of ongoing, high-quality, job-embedded professional development. We will place a high priority on the fostering and support of professional development initiatives for teachers that will enable them to acquire the pedagogical skills required to implement rigorous, multifaceted, and constantly evolving curriculum and instruction. We will design and implement a three-year comprehensive professional development plan that is aligned with the school's comprehensive instructional program to ensure that all teachers are ready to facilitate effective teaching/learning and to ensure that they have the capacity to successfully implement reform strategies.

A professional development needs assessment will be conducted in September. This online survey will give results that will be analyzed and used for creating a professional development plan for 2010-2011. Professional development will be provided for the entire teaching staff, for groups of teachers who have the same needs, and on an individual basis. The Instructional Teacher Advisor and teacher facilitators will facilitate growth of teachers through a variety of delivery models designed to match learning styles and needs.

Professional development will focus on strategies/methods for creating a culture of literacy, differentiated instruction, lesson design for conceptual units of study based on the Working on the Work (WOW) framework, technology integration, subject specific pedagogy, strategies to improve school climate and behavior, and instruction that reflects a deeper understanding of the needs of our community. Teachers will continue participation in smaller professional learning communities as they develop integrated, engaging student learning opportunities using the WOW lesson design framework. Furthermore, professional learning communities will continue with the design and inclusion of a variety of assessments, technology integration, and delivery strategies in their lessons. Throughout the three years, the professional learning communities will continue to evolve and flourish as both campus leaders and teacher leaders share their expertise and best practices in collaborative sessions.

The campus will redesign the school schedule to support regularly scheduled professional learning communities. The schedule will reflect monthly full-day job-embedded professional development sessions to address campus and course-specific teacher learning needs. In addition to the monthly full-day meetings, the schedule will also reflect some Professional Learning Communities (PLC) days during which grade level or vertical teams will meet to analyze data, design quality lessons, review student work, and to study and learn about best practices. On a weekly basis, the campus will participate in one-hour professional development sessions that address lesson design, campus climate, student differentiated learning needs, literacy development, vertical planning for various subjects, and campus initiatives as identified in the Comprehensive Needs Assessment and the Campus Improvement Plan. In addition to these professional learning opportunities, staff will attend summer learning academies and Saturday sessions.

All professional development improvement strategies will begin during the first year of the grant. Hiring effective teacher facilitators will take place as soon as funds become available. These teacher facilitators will also need professional development in becoming great coaches who can guide teachers to become reflective in their teaching practices. Additionally they will support teachers with ongoing job-embedded professional learning opportunities in which they help them apply learning to classroom instruction. Furthermore, as key teachers become campus leaders, they will assume the role of trainers for other campus staff.

Professional development was conducted during pre-service days with the entire staff. An introduction to instructional technology, technology integration and teaching digital students was provided. Staff members also participated in professional development on data analysis and data-driven decision making; analyzed current practices regarding use of data at the campus and ideal ways to use data; and identification of effective instructional practices that will be implemented in all classrooms. Follow-up sessions and technical assistance will be provided by the Professional Service Provider on these and other topics.

Professional development will continue throughout the 2010-2011 school year. Data-driven instruction will be a focal area for all grade levels. Student work and data from formative assessments will be discussed in regularly-scheduled grade level team meetings. It is expected that teachers' skill level in analyzing data and revising instructional plans based on data will improve incrementally as this process is implemented. Eight staff members will participate in professional development on Transforming Classroom Practice. The Professional Service Provider (PSP) will facilitate this process, using three books as the basis for learning and implementing protocols provided for this process. Eight mediocre teachers will improve teaching skills

as the result of this proje

- 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 that—**
- **takes into account data on student growth as a 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**
  - **is designed and developed with teacher and principal involvement;**

Teacher empowerment enhances prospects for improving student achievement and is also one of the most effective strategies in teacher retention. Therefore, we will create a Professional Learning Community where teachers serve as leaders and as mentors to other teachers. Staff members who are effectively implementing the professional development strategies and best practices (based on good data-driven results) will be selected to become model/mentor instructors who will then work with other teachers to improve instruction. Mentors and teacher leaders will receive incentive stipends. Investing in teacher development and cultivating strong, positive teacher leaders builds capacity to implement and sustain change in the school. Thus, we will focus on career growth for our teachers as we provide a variety of opportunities for teachers to expand their knowledge base as well as their responsibilities and leadership capacities.

Administrators and teachers will develop a campus observation form that will target the academic goals and professional development initiatives as specified in the transformation grant. The use of this campus, reflective observation form by teacher facilitators along with instructional walk-throughs by teams of teachers and leaders will help provide on-going data to drive our continual learning. Coaching teachers is another professional development strategy that can make the most difference in a teachers' ability to implement new ideas effectively. Hiring three teacher facilitators to serve as coaches for our teachers will in turn help us retain our effective teachers.

Work with a third party to develop and implement the Schoolwide/Individual Teacher Academic Growth Incentive Pay Program as well as the Recruitment/Retention of Highly Qualified Staff Stipend Program. Both of these financial incentive programs will provide financial compensation to the teachers and other professional staff in order to ensure successful transformation on the campus as well as increased student performance.

Flexible work schedules for specific newly-funded positions are part of our grant activities, and these flexible work hours will be included in job descriptions. Initial thoughts around flexible work schedules include a social worker who works later/evening hours and on Saturdays. Some support staff may work from 10:00-6:00 to serve students during after-school hours. The positions centering around flexible work hours will also help with the retention of regular daytime teachers as these teachers and staff will not be obligated to work evening and Saturday hours.

Efforts will be made to ensure that high-quality staff remain on the campus. As vacancies occur, a rigorous selection process will be implemented to attract high-quality applicants whose philosophy matches that of the campus transformation plan.

## **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**

Another most important factor in transforming a school is instilling a commitment to analyze data and then to allow the data to drive our decisions. Beginning with a data dig, the campus leadership and PSP led the teachers as they gathered data from various sources to ensure that student achievement on the State assessments is primarily and directly affected. During the the pre-service days, the campus began their analysis of data in order to begin to identify and develop a comprehensive instructional program based on researched best practices. Analysis of student data from TPRI, Lexia, and TAKS was conducted by grade level. Teachers analyzed last year's data from an instructional perspective noting areas of strength, TEKS that were difficult to teach, and TEKS that were difficult for students to learn. They discussed causes for each, noting instructional strategies that had been effective in high levels of student learning and reasons why particular TEKS were difficult to teach and/or difficult for students to learn. A result of this analysis and reflection was planning for this year and examining ways to improve in needed

areas. They will further explore factors that may have a negative effect on students and will make efforts to redirect or eliminate them as necessary. The staff also participated in an activity designed to identify the best instructional practices that they will implement in all classrooms. Major strategies that were identified include: differentiated instruction; meeting various learning styles of students; cooperative learning groups; project-based learning; problem-based learning; lesson design qualities; and integration of technology. These will form the basis of a new walk-through protocol, complete with evidence of the use of these instructional strategies.

Curriculum alignment was also discussed as the basis for instruction. Instructional coherence focusing on alignment of curriculum, instruction, and assessment will be embedded in our lesson design and planning. Teachers are committed to using the TEKS and the district scope and sequence as the foundation for their lesson design.

Throughout the next three years, the campus leadership, including the project manager, will continually assess the implementation and effect of improvement strategies of the Seven Critical Success Factors through collection of various data pieces. During administrator meetings, classroom walk-through data will provide feedback regarding the application of "lessons learned" from professional development. Administrators and teacher facilitators will collaborate to discuss the level of application and discuss implications on the context of the professional learning communities. Administrators and teacher facilitators will also facilitate coaching sessions using the Schlechty Center's Coaching for Design protocol in which they facilitate lesson design with critical coaching questions focused on creating engaging, authentic lessons based on the needs and interests of students. Students and parents will provide feedback through surveys, and parents will also have opportunities to view student work/products.

The campus design team will meet regularly reviewing the 90 day plans and evaluating the effectiveness of the improvement strategies. Campus leaders will improve their collaboration with the academic team, and will actively participate in monthly meetings to conduct review of student data and to coach teachers in using data to drive instruction. These collaborative planning meetings with the academic design team will also meet to consider changes necessary to various sectors of the campus comprehensive instructional program in order to support a reform framework that will accomplish long-lasting high student achievement. Furthermore, the principal will share information and data pieces during all stakeholder meetings.

**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.**

Data-driven teachers understand the importance of utilizing multiple measures when assessing school and student success. Smith Elementary School will systemically change student academic achievement in Reading/English Language Arts and Mathematics through a variety of curriculum, instruction, and assessment improvement strategies. Classrooms schoolwide will be reorganized to foster optimal learning through cognitive guided instruction to accommodate multiple intelligences and various learning styles. With consistent differentiated and small-group instruction, Smith will embrace a diagnostic, prescriptive approach to teaching and learning through highly engaging activities that provide acceleration, on-level coaching, enrichment, and intervention to ensure maximum mastery of academic skills. Collaborative vertical teams for reading/ELA and mathematics will assimilate the new, systematic approach of innovative instruction across grade levels and throughout the entire school environment, while content specialists will provide ongoing professional development and implementation assistance. Such safety nets will establish a united school climate to ensure that no child is left behind.

Each grade level will utilize annual pre-, mid- and post-assessments for mathematics and reading/ELA. Teachers will adapt the curriculum to intervene with at-risk students and develop instructional decisions based upon the above-mentioned assessment data. Assessments will focus on student abilities at the beginning, middle, and end of the school year as well as weekly assessment and progress monitoring to determine how well individual students are responding to instruction and interventions.

Smith teachers will establish and maintain an updated, continuous data notebook with documentation on all individual students. Student data notebooks/files will be utilized at all grade level collaborative planning sessions. The results of the data analysis will then be used to improve individual student performance and improve instructional programs. On-going curricular vertical teams will meet monthly to discuss results of assessments, analyze data, and share successful instructional best practices to enhance the subject-specific curriculum.

Students and parents will complete an interest inventory/student profile early in the fall semester as a means of personally getting to know students and the expectations of their parents. A learning style inventory will be

administered so that instruction be differentiated according to needs of students as well as how they learn. Schoolwide classroom instruction focused on differentiated, small group instruction that provides on-level instruction, remediation, and enrichment for all students to ensure maximum mastery of subject skills will be implemented. With the use of grant-funded co-teachers in the high needs classrooms, more time will be afforded to individualized, intensive, differentiated instruction for students.

Teachers have expressed the desire to bring more consistency within grade levels and between grade levels for diagnostic assessments. A template was designed for grade levels to insert the assessments they will administer and the dates when these will be given, and this will form the basis for the campus-wide assessment plan. In addition to these diagnostic assessments, teachers will create formative assessments every two-three weeks aligned with the student expectations that have been taught. Results of the analysis of this data will be discussed with the leadership team at grade level meetings. Changes in instruction and/or interventions will be made as deemed necessary by the data. This new initiative will be closely monitored by the leadership team and the PSP. Furthermore, exciting learning ventures will serve as an adventuresome extension of school-day learning. Moreover, this multi-tiered approach will foster a love and joy of learning and inevitably effect standardized data positively.

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

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

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

Smith will utilize flexible scheduling and restructuring of the regular school day in order to increase learning time for students, parents, and teachers. Extend the learning time for all stakeholders-campus staff, students, parents-by implementing a school calendar that not only extends the daily academic learning time for students but also includes evening hours, Saturdays, and summer days to provide ongoing mechanisms for learning engagement for staff, parents, and students. The school day will be extended by 30 minutes, and professional/auxiliary staff will be compensated accordingly if their day is extended in the process. Extending the school day will allow teachers, professional staff, and students more time to delve into quality, engaging lessons in both math and reading which will improve student achievement. Extended learning time will lead to other desirable outcomes such as increased student engagement, citizenship, attendance, and positive school climate as the opportunities to provide more enrichment and interesting activities will be possible.

Smith will extend learning time for students in other ways. A half-day Saturday Enrichment Academy (SEA) for students will be implemented throughout the year. Students will have opportunity to participate in after-school clubs and organizations, facilitated by staff members and community partners, that include clubs/organizations centered around scouting, sports/games, religious, academic, agricultural, music and arts, culture, technology, photography and language. Extended learning time may lead to other desirable outcomes, such as better student engagement in school because of additional enrichment opportunities. Students will develop better communication and problem-solving skills as they have more time to interact with teachers and peers.

There will also be various types of extended learning time activities for professional staff offered during and after school as well as on Saturdays and in Summer Academies. The master schedule will reflect common collaborative planning time for teachers by grade levels along with PLC days each six weeks for professional development. Some of this time will be devoted to meetings designed for examination of student work, data analysis, research-based instructional best practices, and instructional planning. Teachers will form Professional Learning Communities (PLCs) in order to afford them numerous opportunities to seek and share learning and then to act on the learning that is gained. Additionally, a leadership team will participate in ten 90-minute professional development sessions for Transforming Classroom Practice.

Other strategies will be implemented that indirectly increase learning time. The use of co-teachers in high needs classrooms will provide increased individualized learning time for students. Development of daily schedules that focus on maximizing time in reading and math classes will occur. On-going monitoring of the increased learning time will occur, and adjustments will be made as necessary to ensure that the increased learning time is assisting in the improvement of student achievement.

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

Schools should be the center of community activity. We will partner with parents and parent organizations, community-based organizations, health clinics, and other State and local agencies to create a positive, safe, caring school environment that meets students' social, emotional, and health needs. We will increase opportunities to engage parents as equal partners through programs and events to enhance their child's educational experience and recognize them for their efforts. In creating our community-oriented school, we will restructure the working hours for "key" school personnel so that they will be available to provide ongoing mechanisms for family and community engagement beyond the regular school day and week. For example, a social worker will be hired and will work until 8:00 p.m. each evening and on Saturdays in order to meet the working parents' schedules. The social worker will assist parents with family matters, educational or social problems and help them to access community services. The flexible schedule will also allow the social worker to have time to go into the homes when both parents and children are home to offer homework suggestions or other parenting type activities. Our campus will implement several activities to ensure that our school becomes the "hub" of community activity.

During the first year we will bring various community resources into our campus for both students and families. We will recognize, respect and address families' needs, as well as their economic class and cultural differences by meeting families in their environments such as apartment complexes, housing projects and neighborhoods where they reside. The campus will regularly provide materials, training and suggestions for parents to increase the effectiveness in support for their children's learning. A technology center for parent usage to continue education, obtain access to community services, and general usage to increase productivity in society will be created. We will also hire an additional counselor to supplement the guidance curriculum at our school as well as support the needs of our families and a clerk to assist with increasing attendance of our students as well as to assist with other needs. We also plan to lease a vehicle for parent field trips to community agencies and other pertinent community events to support learning outside the school and expand community development. Additionally, families and community agencies will be given multiple invitations to participate in events with our school as we want them to be an integral part of helping our students and families be successful and fulfilled.

#### **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;**

The campus leaders will work with the district human resources department to develop job descriptions, advertise and recruit highly qualified staff for additional certified positions as funded by the grant. Certified co-teachers will be hired to work in high needs classrooms in reading and math. Three teacher facilitators (one of which may be re-defined as a grant project coordinator) will be hired to serve as coaches and teacher leaders to improve instruction

and to increase teacher quality and leadership effectiveness. The district human resources will also work with the campus administration as the campus develops the flexible working hours for some of the new personnel so that more services will be provided to students and families in hours other than regular school hours.

The Office of Curriculum and Instruction will work collaboratively with campus administration to coordinate and implement the extended school day and after-hours clubs and enrichment activities. This operational flexibility in shaping a campus schedule to meet the needs of students and families will allow us to fully offer a comprehensive approach that substantially improves student performance. The extended day will require the transportation department to provide a school bus to run later than when the school operated on a traditional schedule.

- 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).**

**The campus chose the Texas model for this transformation grant. Support is being provided through the School Improvement Resource Center (SIRC). Support from SIRC began with four-and-a-half days of training for a team from the campus. A Professional Service Provider (PSP) has been assigned to the campus and has already begun working with the staff. The PSP will work a minimum of 210 hours each of the three years of the grant. The person assigned as the District Shepherd will provide technical assistance to the campus, working closely with the principal, leadership team and PSP to ensure that the grant is implemented with fidelity.**

**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**

Develop and implement a Recruitment/Retention of Highly Qualified Staff Stipend in order to increase principal, teacher, and other professional staff retention/recruitment in working with our high-needs campus as we work with the transformation model. Involve a campus committee along with the TTIPS district shepherd to study and research other districts' incentive pay and reward systems. The campus committee will work with the principal to recommend guidelines for incentive pay for teachers, with student achievement being a major component. Work with a campus committee and a third party to develop the School-wide/Individual Teacher Academic Growth Incentive Pay Program as well as the Recruitment/Retention of Highly Qualified Staff Stipend Program. Ensure that all teachers and other staff that will be effected by these incentives and stipends are well aware of their responsibilities and that required expectations for growth are clearly articulated to all appropriate personnel. The final guidelines will be shared with the current staff by the end of September 2010.

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

Transforming Classroom Practice will produce data that can be used to document changes in practices. During the first semester, the leadership team and PSP will design instruments/processes to measure changes in the instructional practices that have been identified for implementation in all classrooms. The leadership will develop a local observation form that will target the academic goals and professional development initiatives as specified in the transformation grant. The use of this local, reflective observation form by teacher facilitators, the academic design team, and administrators along with instructional walk-throughs data conducted by teams of teachers and leaders will help provide on-going data to measure the changes in instructional practices.

- 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.**

Campus administrators will work with the District Department of Human Resources, the Office of Curriculum and Instruction, and the district shepherd to develop job descriptions and then to advertise and recruit highly qualified staff for additional certified positions as funded by the grant. As vacancies occur, a rigorous selection process will be implemented to attract high-quality applicants whose philosophy matches that of the campus transformation plan. As grant-funded Co-teachers and Teacher Facilitators along with other locally funded classroom teachers are hired, it will be the intent of the campus administrative team to hire only those teachers that will be successful in working with the high needs students and families in this campus. The campus administrative team will accept those teachers that will be successful in implementing the increased responsibilities and expectations of the grant model as well as be successful with the students. Smith ES will be provided priority in selection and placement of teaching staff.

## **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;**

Review of student work, data analysis, walk-through data and planning discussions within grade levels will be conducted according to a regular schedule. Formative assessments will be developed in alignment with TEKS that have been taught in each two-three week period. This process will ensure instruction that is TEKS-based and assessment that is TAKS-formatted. Results of these formative assessments will drive instruction as well as interventions for students.

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

A schoolwide response to intervention format will be implemented. The same RtI forms will be used throughout the school to document data, student work and any other significant pieces of data that can be used to determine an intervention plan for students in need. A RtI committee will be formed to address the needs and concerns for each child. A RtI folder will be formed to track the student's progress and interventions that have been put into place. The documentation will note not only interventions, but also the duration and effectiveness of the intervention(s). Review meetings will be scheduled as needed to ensure the success of each child identified as needing RtI.

### **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;**

NA

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

Research supports the use of technology integration for students. Integrate consistent, interactive technology into classroom instruction in all core content areas through the use of a variety of technological tools and applications (i.e. lap tops, interactive boards, document cameras, podcasting, classroom response systems, presentation software). Increasing integration of technology into the lessons designed and planned for the students will be a major strategy for our work in transforming the campus. Incorporate collaborative, communicative technologies that connect students' math and reading/ELA experiences with their daily lives beyond school.

Professional development in the use of various technology tools along with professional development in the use of various internet sites that enrich and expand the learning for the students will be shared with staff. A technology committee will develop a three-year plan for technology growth on the campus including the purchase of technology equipment as well as goals for teacher usage of technology tools and integration approaches.

As part of the pre-service professional development, teachers received a Technology Tools document that provides Web 2.0 applications that can be used as instructional and learning tools. Such applications allow students to improve reading, writing, communication and higher level-thinking skills in a way that matches the way their generation learns. Support for this initiative will be provided by the PSP and faculty members who take the lead in this area. The campus will also utilize various software programs to enhance and assist in the learning of skills and objectives in all core content areas.

**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;**

NA

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

NA

**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;**

NA

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

NA

**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;**

Partner with community agencies and leaders to provide a variety of programs and activities for our parents. Conduct parent education classes with child care provided such as GED classes, relationship classes, parenting classes, and nutrition/health classes. Support parent health by providing a fitness room with equipment for exercise; while they are exercising, parent videos will be displayed to educate parents on childhood issues and health. Utilize social services funds to contract with local community and state agencies to provide additional social services to our parents and families including additional support for education about health issues, family planning, and support. Local and state agencies can provide extensive and effective social services for our families. Bring more of these resources onto our campus so parents have easy access to programs and feel comfortable in coming to the campus. Smith will encourage involvement with after school programs that help develop a student's self perception, healthy esteem, emotional well-being, and interpersonal skills. Provide additional enriching, fun activities to our students by partnering with various community resources and agencies (such as Y-teens, dance instructors, drama, karate, Life Skills Club, Scouts, etc.) on days when teachers are involved with professional learning as well as after school and Summer Academy activities. Clubs and programs will be organized to create a safe school and environment to address the students' emotional and health needs as identified by staff, parent comments, and climate survey. In addition to these activities, Smith will incorporate service learning projects into the instructional program during year two of the grant. Smith students will be involved in a service learning project through a partnership with a local no-kill animal shelter to provide students with a real-world experience of humane education involving social and academic stimulation. The cultivation of proper care of animals can be the starting point for the development of a larger humanity that treats all living things with respect and compassion.

**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;**

Thirty minutes will be added to the school day to provide additional time for instruction in reading and math. By increasing the school day it will also allow more time to build relationships between the students and staff. The extended time will also allow the teachers and students to get to know each other more in depth and to participate in more activities that previously have not been done due to time restrictions. This will allow each of them to develop more of a "comfort zone" which in turn allows for growth in relationships. There will be other out of school (OST) school activities offered to students after school and Saturdays; and these extensions and additions of time with students can increase the higher level thinking and dialogue which in turn helps to develop 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;**

To help improve school climate, increase student attendance, and decrease behavioral issues, Smith Elementary will increase the number of after school programs/clubs. This will build positive interpersonal relationships between children and adults as we elicit help from our own teacher talents and community partners to offer interest-based activities. We will also implement a physical/mental well-being component to our P.E. curriculum where students focus on one area of well-being per six weeks such as nutrition, study strategies, gymnastics, martial arts, and yoga. Teaching students how to take care of themselves both physically and mentally will create a more focused and self-aware student improving their desire to be in school. Capturing Kid's Hearts will be used throughout the entire school. We will utilize techniques to alleviate social anxiety, empower students, build leaders, and increase personal growth from our students. Social contracts will be used to increase confidence and enthusiasm about school. The Texas Behavioral Support System Training techniques will be shared with the staff to prevent bullying and student harassment. Techniques for dealing with "tough kids" will be shared with staff and parents. Teachers will be provided training to help minimize or eliminate these behaviors completely. Nationally recognized teachers, such as Ron Clark, that have had extensive success with hard-to-reach students will be studied and looked at as role models. Anti-bullying techniques will be shared with parents, students and staff on an on-going basis. A three-pronged approach to discipline will be developed and implemented...be safe, be responsible, and be respectful.

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

The school has offered two half-day prekindergarten (PK) classes in the past. It is the intention of the transformation grant to provide more PK learning opportunities to our families. The school plans to increase the number of students in the Smith Attendance Zone to attend PK. Smith will expand at least one of the current half-day classes to a full-day PK class in order to provide extended learning time to those students in most academic need. Then, the school plans to either offer another full day PK (serving a total of 44) or provide two half-day PK classes (serving a total of 66). Campus staff will work actively to find students within this school attendance zone who are eligible for the PK program and work with parents to get them enrolled. Implementation of either of these PK models will provide increased learning time for the PK eligible students in our Smith community.

**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;**

NA

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

NA

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

<b>Critical Success Factor</b>	<b>Milestone</b>	<b>Improvement Activity</b>	<b>Begin Date MM / YY</b>	<b>End Date MM / YY</b>
<b>1</b>	<b>A</b>	Co-teachers in homeroom classrooms; pre-, mid- and post assessments for data-driven instruction; job-embedded professional development; WOW lesson design (engaging lessons); literacy (reading and writing across the curriculum); technology integration; use of instructional software; guided reading	09/10	06/13
		Evening learning opportunities; cross-curricular learning/ service projects	09/11	06/13
	<b>B</b>	Pre-, mid-, and post assessments for data-driven instruction; WOW lesson design; literacy (reading and writing across the curriculum); technology integration; use of instructional software; guided reading	09/10	06/13
	<b>C</b>	Job-embedded professional development; WOW lesson design; literacy (reading and writing across the curriculum); technology integration; use of instructional software; guided reading	09/10	06/13
		Evening learning opportunities; cross-curricular learning/ service projects	09/11	06/13
	<b>2</b>	<b>A</b>	Data dig; data notebooks; collaborative planning; campus-wide master assessment plan/schedule; teacher meetings with teacher facilitators, consultants and PSP; instructional walk-throughs	09/10
<b>B</b>		Data dig; data notebooks; collaborative planning; campus-wide master assessment plan/schedule; teacher meetings with teacher facilitators, consultants and PSP; instructional walk-throughs	09/10	06/13
<b>C</b>		Data dig; data notebooks; collaborative planning; campus-wide master assessment plan/schedule; teacher meetings with teacher facilitators, consultants and PSP; instructional walk-throughs	09/10	06/13
<b>3</b>	<b>A</b>	Job-embedded professional development; model/mentor instructors (spring 2011); hiring of teacher facilitators; Transforming Classroom Practice training and implementation	09/10	06/13
	<b>B</b>	Lengthening of school day; rearrangement of pre-service activities/training; implementation of PLCs supported by full-day and extended one-hour planning periods	09/10	06/13
	<b>C</b>	Model/mentor instructors (spring 2011); hiring of teacher facilitators; Transforming Classroom Practice training and implementation	09/11	06/13

4	A	Increase pre-kindergarten to full day; add an additional full-day prekindergarten class; extend the school day for 30 minutes in reading and math instruction	009/10	06/13
	B	Half-day Saturday Enrichment Academy	09/10	06/13
	C	Professional Learning Communities formed and used for seeking and sharing learning	09/10	06/13
5		Increase parent involvement opportunities; form partnerships with parents and provide parent training; increase opportunities for parents as partners; address families' needs/meet families in their environment; conduct parent education classes and counseling classes; provide materials and training for homework support; hire a social worker who will work on a flexible schedule; open a technology center for parents (purchase equipment and include video checkout); join and get involved with professional organizations that provide an array of services; hire an additional counselor; establish a parent library and put books in apartment complexes; coordinate a support group for parents; rent space for parent/community programs; use social services funds for partnership to form a community-oriented school	09/10	06/13
			09/11	06/13
	A	Support parent health by adding a fitness center		
		Increase parent involvement opportunities; increase opportunities for parents as partners; address families' needs/meet families in their environment; conduct parent education classes and counseling classes; provide materials and training for homework support; hire a social worker who will work on a flexible schedule; open a technology center for parents (purchase equipment and include video checkout); join and get involved with professional organizations that provide an array of services; hire an additional counselor; establish a parent library and put books in apartment complexes; coordinate a support group for parents; rent space for parent/community programs; use social services funds for partnership to form a community-oriented school; hire an attendance clerk/community liaison	09/10	06/13
			09/11	06/13
	B	Support parent health by adding a fitness center		
		Increase parent involvement opportunities; form partnerships with parents and provide parent training; increase opportunities for parents as partners; address families' needs/meet families in their environment; conduct parent education classes and counseling classes; provide materials and training for homework support; hire a social worker who will work on a flexible schedule; open a technology center for parents (purchase equipment and include video checkout); join and get involved with professional organizations that provide an array of services; hire an additional counselor; establish a parent library and put books in apartment complexes; coordinate a support group for parents; rent space for parent/community programs; use social services funds for partnership to form a community-oriented school	09/10	06/13
	C			

6		Implement a physical/mental PE component; partner with agencies; implement after-school clubs and organizations based on student interests; implement a Fitness Fun Club, Culture Club, Technology Club and others that teachers will sponsor and are of interest to students	09/10	06/13
	A	Job-embedded training on diversity/developing assets	09/11	06/13
	B	Implement a physical/mental PE component; partner with agencies; implement after-school clubs and organizations based on student interests; implement a Fitness Fun Club, Culture Club, Technology Club and others that teachers will sponsor and are of interest to students; foster partnerships with community agencies/organizations (Council on Alcohol & Drug Abuse, Y-teens, Big Brothers, Family Outreach, Nueces Medical Alliance, BSA, Animal Shelter and others); implement school-wide Positive Behavior Support Interventions	09/10	06/13
	C	Job-embedded training on diversity/developing assets	09/11	06/13
7		Implement a physical/mental PE component; partner with agencies; implement after-school clubs and organizations based on student interests; implement a Fitness Fun Club, Culture Club, Technology Club and others that teachers will sponsor and are of interest to students; foster partnerships with community agencies/organizations (Council on Alcohol & Drug Abuse, Y-teens, Big Brothers, Family Outreach, Nueces Medical Alliance, BSA, Animal Shelter and others)	09/10	06/13
	A	TAKS growth incentive pay; campus-developed observation form; RTI job-embedded training for staff and parents	09/10	06/13
	B	Professional development plan based on needs assessment; Use data from student learning needs to drive job-embedded professional development; professional development that focuses on research-based instructional strategies; job-embedded professional development focused on RTI; respond to student needs through RTI	09/10	06/13
	C	Teacher induction program, including mentoring/coaching for individual teachers; create PLCs with teachers as leaders; retention stipend; job-embedded professional development focused on RTI; TAKS growth incentive pay	09/10	06/13

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