

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Boys Ranch ISD Organization Name	180901 County-District#
		STARR Academy Campus Name	003 Campus Number
		175600229 9-Digit Vendor ID#	16 ESC Region
		105520017110008 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 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
Vita		Sotelo	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
806-534-2221	806-534-2384	vsotelo@boysranchisd.org	

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 PM on the day of submission.

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

701-10-112-018

<p>For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____</p> <p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>	<p align="center">TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p align="center">School Years 2010-2013</p>	<p align="center"><u>180901</u> County-District No.</p> <p align="center">_____ Amendment No.</p>
<p align="center">Texas Title I Priority Schools Grant Schedule #1—General Information</p>		
<p>Part 2: List of Required Fiscal-Related Attachments and Assurances</p>		
<p>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.</p>		
<p>1 <input type="checkbox"/></p>	<p align="center">Proof of Nonprofit Status</p> <p>Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)</p>	
<p>2 <input checked="" type="checkbox"/></p>	<p align="center">Assurance of Financial Stability</p> <p>Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.</p>	
<p>3 <input checked="" type="checkbox"/></p>	<p align="center">Assurance of Submittal of Reviewer Information Form</p> <p>Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010. (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)</p>	

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Boys Ranch ISD					
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
P.O. Box 219		Boys Ranch	Texas	79010	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number	
TX-013	184249985	5FPU9		481104011914	
Campus Name			County-District Campus Number		
STARR Academy			180901003		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
P.O. Box 219		Boys Ranch	Texas	79010	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name		Title	
Vita		Sotelo		Superintendent	
Telephone	Fax	Email			
806-533-1407	806-534-2384	vsotelo@boysranchisd.org			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
P.O. Box 219		Boys Ranch	Texas	79010	
Secondary Contact					
First Name	Initial	Last Name		Title	
Maggie		Taylor		Director of Student Programs	
Telephone	Fax	E-mail			
806-533-1403	806-534-2384	mtaylor@boysranchisd.org			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
P.O. Box 219		Boys Ranch	Texas	79010	

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Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.

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

Part 4: Amendment Justification

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

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

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

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

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Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
18	<p>If the LEA/campus selects to implement the turnaround model, the campus may implement the following federal requirements.</p> <ol style="list-style-type: none"> Any of the required and permissible activities under the transformation model; or A new school model (e.g., themed, dual language academy). 	Program Assurances
19	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <ol style="list-style-type: none"> Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding. 	Program Assurances
20	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. Enroll, within the grades it serves, any former student who wishes to attend the school. 	Program Assurances
21	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> Replace the principal who led the school prior to commencement of the transformation model; Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and Are designed and developed with teacher and principal involvement; Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and 	Program Assurances

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

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

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

Part 2: Statutory Requirements

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

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

Part 3: Statutory Assurances

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011 . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.

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

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

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<p>Part 4: TEA Program Assurances</p>		
<p>#</p>	<p>TEA Assurance Description</p>	
<p>13</p>	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten. 	
<p>14</p>	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--</p> <ul style="list-style-type: none"> A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs. 	
<p>15</p>	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time 	
<p>By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.</p>		

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input checked="" type="checkbox"/> Tier II Eligible Campus <input type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p><i>The STARR Alternative School campus will implement the Tier II Transformation Model and focus on improving the quality of instruction by increasing teacher effectiveness with the implementation of the Teacher Advancement Program (TAP) in an effort to raise substantially the achievement of all students so as to enable all students to make adequate yearly progress, meet state assessment standards, and increase student preparedness to reenter their home campus..</i></p> <p><i>STARR is in its second year of implementing the Teacher Advancement Program of the National Institute for Excellence in Teaching. TAP is an effective, research-based systemic strategy that gives teachers the support they need to improve the quality of their teaching. TAP is a comprehensive school reform aimed at restructuring and revitalizing the teaching profession while attaining measurable gains in student achievement. TAP provides teachers with opportunities for career advancement, ongoing professional development, a fair accountability system, and performance pay. TAP is a nationally recognized program supported by the University of Texas at Austin for the State of Texas.</i></p> <p><i>School Goal: Maintain fidelity of implementation. TAP recommends a Master teacher for every 7-8 teachers to fully implement the program's goals and objectives. STARR would need to add a TAP leadership team of master and mentor teacher. A barrier or implementation gap exists as currently the STARR campus does not have its own leadership team, rather shares with the high school. The primary responsibility of the Master teacher is to analyze student data and create and institute an academic achievement plan for the school. Master teachers lead cluster groups and provide demonstration lessons, coaching and team teaching to teachers. Mentor teachers are actively involved in enhancing and supporting the teaching experience of the career teacher with oversight and support from the master teacher.</i></p> <p><i>TAP academic goals and objectives: Each year the campus creates a school plan of goals and objectives reflective of a comprehensive analysis of the previous year's student data with special attention to TAKS results in the area of reading and math. Goals and objectives are written to move the middle school to the next level of achievement. The teacher professional development plans are organized around the individual teacher and campus needs.</i></p> <p><i>Organizational Structural Goals and Objectives: Create a pre-condition for improving classroom instruction and learning by designing a 9th grade academy and other thematic learning academies. The academies will provide specialized attention to meet the campus's highly at-risk population, increase college-readiness skills, and implement Positive Behavior Support systems more effectively. The academies will assist in meeting the newly adopted District goals:</i></p> <ul style="list-style-type: none"> <i>• Students will grow and develop in the knowledge and skills required to purposely move to the next stage in life.</i> <i>• All students and staff will demonstrate a commitment to learn and succeed thus moving our school to new stages of growth.</i> <i>• All students, faculty, and staff will use 21st century skills that empower them to achieve in a global society.</i> <i>• Faculty and staff will immerse students in a culture of belonging that instills dignity and values acceptance.</i> <i>• All student and staff will express personal responsibility for choices and behaviors that shape safe learning environments.</i> <i>• Faculty and staff will expose student to experiential problem solving that drives creativity and evokes innovative thinking.</i> 		

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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					2	1	2	1	1	4	5	7	6	4	33
Open-Enrollment Charter School															
Total Students:	0	0	0	0	2	1	2	1	1	4	5	7	6	4	33
Total Instructional Staff														5	
Total Support Staff														1	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Campus AEIS reports														
2	District AEIS reports														
3	District Improvement Plan														
4	Campus Improvement Plan														
5	Discipline 425 report														
6	Teacher Advancement Program information regarding program structure and current implementation														
7	Specific information regarding progress of current freshman including credits earned, discipline incidents														
8	Cluster Cycle Goals for Teacher Advancement Program, which will be developed in July														
9	Results of April TAKS testing and operational End-of-Course														
10	TAP Campus Survey Results														

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
<p>On May 12, 2010, the Texas Title I Priority Schools Grant (TTIPS) Decision –Making team met to gather and collect data, review information, and make recommendations regarding the needs of the STARR Academy.</p> <p>The membership of the TTIPS Decision –Making team consisted of faculty members, campus and district level administrators, parents, and community members. Several of the team members previously participated in the development of the campus and district improvement plans as well participating as a member of the Core Team for the PBMAS Focused Data Analysis review. Upon arrival at the meeting, the TTIPS decision making team members were divided into three smaller groups. Membership in each of the smaller groups was representative of the various groups of stakeholders. In this small group setting, stakeholders gathered, reviewed, and analyzed data. The data consisted of the district improvement plan, campus plans, AEIS report for the district and the campus, Discipline reports, Core Team findings from the Focused Data Analysis and the Continuous Improvement Plan and information pertaining to the Teacher Advancement Program. After review of the information each of the small groups reviewed and answered the questions for consideration outlining the needs of the campus.</p> <p>Campus needs identified to support transformation at the STARR Academy include an increase in the relevance and quality of instruction through the extension of the Teacher Advancement Program, and continued implementation of positive behavior supports.</p> <p>The extension of the Teacher Advancement Program (TAP) at the STARR Academy campus would require a campus leadership team be formed focusing on the unique needs of the STARR Academy students. This Leadership Team would consist of a Master teacher and a Mentor teacher. By providing the career teachers at STARR Academy with the support of their own campus leadership, they would have immediate access to current research, instructional strategies, and support regarding the unique student population at STARR Academy. Additional classroom support would be provided through the provision and modeling of quality classroom instruction and instructionally focused evaluation. Positive Behavioral Supports would be implemented by the provision of research based job-embedded training in the Satori Alternative to Managing Aggression (SAMA) and Life Space Crises Intervention (LSCI) to all faculty members. There was also a recommendation that Peer Mediation training be extended to the STARR Academy.</p> <p>Assessing the needs of the campus with regard to implementation of change is an ongoing process in order to accomplish the transformation of a campus. Campus needs regarding the provision of quality instruction are continually evaluated. During the month of July, the campus TAP leadership teams evaluate current and historical student data from the Spring Texas Assessment of Knowledge and Skills (TAKS) administration as well as a review of teacher evaluation information from the previous school year, student grades, attendance information, Student Success Initiative, and retention information. Trends are examined and goals are developed for the 2010-2011 school year based on the identified needs. Throughout the school year Cluster Cycle Goals are developed by the Campus Leadership Team to support implementation of the School goals. These Cluster Cycle Goals are revised based on the continuous review of student information.</p>		

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

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Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>STARR Alternative Academy will implement the Tier II Transformation Model and focus on improving the quality of instruction by increasing teacher effectiveness with the implementation of the Teacher Advancement Program (TAP) in an effort to raise substantially the achievement of all students so as to enable all students to make adequate yearly progress, meet state assessment standards, and increase student preparedness to enter their home campus. TAP conducts on-site program reviews to assess school compliance with the TAP model including annual data collection at the school level, principal and teacher surveys, student achievement gains, and reports on program outcomes.</p> <p>The Texas TAP invites campuses to participate in the program and must comply with all requirements before becoming a TAP campus. The Texas TAP is managed by the TAP executive director, Tammy Kreuz, the director for Educator Quality Initiatives, Institute for Public School Initiatives supported through the University of Texas System. TAP regional coordinators are assigned to each campus and stay in close contact with the campus leadership teams consisting of the principals, master teachers, and mentors teachers. TAP regional coordinators make campus visits throughout the year and provide critical and specific feedback to the campus leadership team to monitor, support, and guide the teams through the implementation process and ongoing program requirements.</p> <p>The TAP provides several opportunities for professional development to the TAP leadership teams, building the team's capacity to attend to the on-going, job-embedded professional development for the campus career teachers. The ongoing applied professional growth provides teachers with school-based professional development during the school day. Teachers meet weekly in small cluster groups, led by the master teacher to work together to analyze student data, improve instruction, and learn new research-based instructional strategies that increase their students' academic achievement.</p> <p>Each career teacher receives a minimum of three evaluations a year from a principal, master teacher and mentor teacher. Teacher evaluation data is entered into a TAP data base system that allows the campus, district, and TAP regional coordinators a tool to monitor inter-rater reliability. The Texas TAP uses this data system, along with contracting with an SAS to calculate the value added data from TAKS scores submitted by the district to determine the annual teacher performance-based compensation.</p> <p>Instructionally focused accountability ties teacher evaluations to teaching skills and student achievement. Evaluations are fair because criteria are clearly defined, and they are conducted during the year by multiple evaluators who are trained and certified. With extensive input from classroom teachers, TAP has developed a comprehensive system for evaluating how well teachers instruct their students based on the TAP Teaching Skills, Knowledge and Responsibility Standards, as well as on the academic growth of their students. Non-effective staff as identified using the TAP instructional rubric will be replaced.</p> <p>Performance-based compensation provides bonuses to teachers who demonstrate their skills through classroom evaluations, and who increase their students' academic growth over the course of the year. TAP's professional development is designed to support teachers in achieving these goals. TAP provides additional compensation to teachers according to their roles and responsibilities, their performance in the classroom, and the performance of their students.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>A district planning committee was established comprised of district administrators, school administrators, teachers, paraprofessionals, parents, community members, and business members. The planning committee worked in cooperation with the superintendent to review the Teacher Advancement Program (TAP) and determine the benefits of implementing the program and alignment to the district goals and mission. The committee concluded that TAP was a new initiative developed to restructure and revitalize the teaching profession. TAP aligns with the research that supports the idea that the single most important school related factor in determining student performance is the quality of the teacher in the classroom. Once the planning committee approved the program the district informed the Texas TAP executive director.</p> <p>TAP regional coordinators came to the district to hold conversations with district staff and conduct an all school presentation that provided information regarding the program. This sharing of information, or program development, provided the foundation from which the district and high school could decide whether to adopt the program. The school board was kept informed at each stage of development.</p> <p>TAP requires a 70% teacher approval rate before a school can become a TAP school. The STARR Academy solicited approval for the TAP by asking teachers to vote using a ballot system. The STARR Academy received teacher approval to implement the program.</p> <p>Once the STARR Academy voted to implement TAP, there were three formal trainings, called the TAP Training Workshop Series that all leadership team members attended. The leadership team is comprised of the school principal, master teachers and mentor teachers. The TAP Training Series consists of: Preparing for Success in a TAP School (PSTS); Preparing to Become a Certified TAP Evaluator (PBCTE); and Becoming a Certified TAP Evaluator (BCTE). The PSTS was required prior to the start of school, while the other school trainings were conducted during the first year of TAP implementation. There was also a Start of School Workshop led by the TAP leadership Team. This workshop oriented the entire faculty to the processes of TAP and set the expectation for the coming year. The Start of School Workshop took place before the students returned to school. Ongoing school-based support and technical assistance is provided by TAP regional coordinators or district staff throughout the year.</p> <p>One of the key principles of the Teacher Advancement Program is continuous and ongoing professional development. Finding the time to provide this professional development, as well as the leadership and collaborative practices described in the model, required the district to hold meetings with parent, community and business partners to get their support in restructuring the school day. With the stakeholders' approval, all campuses were able to provide early student release times so that teacher's had the time for continuous professional development and teacher collaboration time.</p> <p>The superintendent presented the TAP Teacher Instructionally Focused Accountability System to the school board for approval to implement TAP fully the next school year.</p>		

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<p>Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.</p>		
<p>Essential steps for the Teacher Advancement Program implementation:</p>		
<p>Reconfigure Staff: Based on the TAP ratio of master and mentor teacher to career teachers, the high school had to identify the number of master teachers needed for the campus; adopt master and mentor teacher TAP job descriptions and based on the quantity of master and mentor teachers needed, identify the number of needed replacement teachers; and establish a selection process that will ensure master and mentor teachers are able to fulfill their TAP job responsibilities.</p>		
<p>Implement and Support TAP's Ongoing Applied Professional Growth: Develop cluster groups and reconfigure the school schedule and determine the day(s) and time, frequency and duration for each cluster group meeting; establish cluster groups and assign each master teacher to a specific group of career and mentor teachers; and identify and arrange for high-quality, academically rigorous activities that students will participate in when regular classroom teachers are engaged in cluster group activities and teaming.</p>		
<p>Implement the Distributed Leadership Model Required to Support TAP's Ongoing Applied Professional Growth Model: Establish a weekly meeting schedule for the TAP Leadership Team (principals, master teachers, mentor teachers); and establish the TAP leadership team's scope of authority and work responsibilities. Schedule dates for the leadership team to participate in trainings.</p>		
<p>Prepare Teachers for Implementing TAP and the TAP Teacher Instructionally Focused Accountability System: Schedule 1-2 days prior to the opening of school for faculty participation in the TAP Startup of School Workshops; year One—general TAP elements and preparation for participating in the cluster groups professional growth activities; and year two—review of TAP elements and the instructionally focused accountability system.</p>		
<p>Establish TAP's Teacher Instructionally Focused Accountability and Performance-Based Compensation Systems: Communication plans for disseminating information to staff about planning standards and scoring rubrics, teaching standards and scoring rubrics, requirements and scoring rubrics for the teacher portfolio, criteria for achievement gains attributable to the teacher and the whole school. The superintendent secures approval from the school board to use the TAP teacher instructionally Focused Accountability System to document teacher skills and knowledge for performance awards; schedule to conduct practice and office teacher evaluations; and train leadership members on how to use the Performance Appraisal Management System to help maintain inter-rater reliability and identify trends in teacher evaluation results.</p>		
<p>Implementation of a Performance-Based Compensation Structure: Establish salary augmentation for master and mentor teachers; establish a bonus award pool for teacher performance awards; prepare to annually collect and electronically transmit student testing data matched to the teacher for value-added calculations; sign a contract with a vendor to conduct individual teachers' and school-wide value-added calculations; use the TAP compensation spreadsheet to calculate performance awards; and determine performance award allocations: 50% Skills, Knowledge and Responsibilities; 30% individual classroom achievement growth; 20% school-wide achievement growth. Principals are evaluated based on TAKS performance of their students including the principal's reflection on student growth and development, commitment to learning, and utilization of 21st century resources and skills.. Additional compensation is awarded based on the valued added score of the campus.</p>		

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<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 2: Project Management Cont.</p>		
<p>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).</p>		
<p>Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.</p>		
<p>Because student learning is most strongly attributable to the influences closest to the student, such as the teacher's instructional practices and classroom management, the curriculum, the peer group, and teacher-student interactions, it is important that the STARR Academy attend to certain organizational structures that will act as a pre-condition for improving these variables and sustaining the Teacher Advancement Program and attaining the learning outcomes for students.</p> <p>The Boys Ranch community plays a vital role in supporting the school in establishing these organizational structures. The STARR Academy student population is comprised of students placed by their guardians at the Cal Farley's Boys Ranch, a residential facility. Students who enroll at STARR are generally coming from other schools where they were not successful. Many students are behind in credits, have not been successful in TAKS, and have had years of developing patterns of behavior that are unhealthy and significantly interfere with their school success. On average, students enter STARR Academy during the freshman or sophomore year. STARR teachers must work with the community (parents, house-parents, caseworkers, home-life supervisors, counselors, etc.) to meet the diverse needs of students. The top eight reasons why students are placed at Boys Ranch are: disobedience, school problems, lack of supervision, emotional problems, poor peer choices, substance abuse, family financial problems, and sexual promiscuity.</p> <p>Community resources include training school behavior support personnel, working with the school to develop daily schedules where behavior interventions can be incorporated and provide times when teachers and community members can work collaboratively and plan student behavior interventions. The community and school also work together to provide appropriate facility needs that enhance the learning environment. STARR Academy works closely with the community to provide social services for a highly at-risk student population.</p> <p>STARR will partner with community resources to provide increased learning time through project-based learning, service learning projects, and work-based learning opportunities provided to all students.</p> <p>There are formal national professional development opportunities provided for TAP school by the National Institute for Excellence in Teaching (NIET). TAP is implemented as a partnership between NIET and sponsoring agencies such as state departments of education. The annual National TAP Conference provides the opportunities for states, districts and schools to learn more about TAP, both its elements and how to put them into practice. The goals of the Conference are to promote collaboration and sharing of experiences among current TAP schools, to provide strategies to improve TAP, to increase national awareness of TAP for people seeking to improve teacher quality and student achievement in their schools, and to provide training opportunities for current TAP teachers.</p> <p>At the state level, TAP conducts a summer institute (TSI) to provide intensive training for leadership team members, focusing on detailed elements of TAP. The focus of each TSI is determined by needs identified at TAP schools nationwide. Participants use thoroughly developed examples that link the processes of TAP implementation to instructional practices, focusing on improved student achievement. Participants leave TSI with materials to take back to their schools and utilize in support of ongoing applied professional growth. Sessions are led by NIET staff as well as expert master teachers and principals from effective TAP schools. TSIs are conducted in various regions across the country.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
Highlights of qualifications of project manager: <ul style="list-style-type: none"> Passionate about empowering others to reach their maximum potential Demonstrated leadership in strategic planning, facilitating collaboration, empowering processes, and leading major change implementation efforts In-depth knowledge of curriculum, instruction, assessment and professional development Able to follow directions, as well as lead others toward a common goal Strong oral and written communication skills, as well as excellent listening skills Extensive experience in providing professional development to educators and administrators Detail-oriented with strong organizational skills 		
Professional Experience of project manager: <i>Served as Executive Director, Support Services and Accountability in large district</i> <ul style="list-style-type: none"> Received and dealt with all parent complaints received at the central administration office Served as District Testing Coordinator (DTC) and then as supervisor for new DTC. Directly oversaw Health Services including supervision and evaluation of school nurses and then as supervisor for the coordinator with these responsibilities. Worked with campus administrators in program development and implementation for SCE, ESL, Title I, SSI, etc. Coordinated district planning and assisted campus administration with campus planning. Served as chairperson of District Advisory Council (SBDM) and assisted campus administration with campus SBDM requirements as needed. Completed the Consolidated Application for Federal Funding and Compliance Reports. Monitored program implementation for Title I, Part A; Title I, Part D; Title I, Part C, Title I, SCE, ESL, Migrant, ARI/AMI/SSIG. Hire, supervise, and evaluate supplemental ESL staff; coordinate ESL certification plan for district. Responsible for monitoring all Accountability (State, AYP, PBMAS, Data Validation, etc.) requirements and compliance issues. Supervise School, Business & Community Partnership Specialist in Parent Involvement program. Supervise records specialist—attendance, transfers, health records <i>Served as Field Service Agent for Region 16 Education Service Center</i> <i>Served as Coordinator, Title I/SCE/Health Services/CTE for Region 16 Education Service Center (16 years experience at Region 16)</i>		
Teacher Educator Certifications: <ul style="list-style-type: none"> Elementary and Secondary Biology and Math Elementary Self-Contained (1-8) ESL and Special Education (PK-12) Principal (EC-12) Superintendent (EC-12)		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The district will hire a new position: Executive Director for Instructional Support. This person will be designated to serve as the transformation district shepherd. The district shepherd will be responsible for the oversight of the transformation process, the TAP program model, ensure responsiveness of the district to the transformation efforts, have a direct line of communication to the superintendent, assist in eliminating any district-level barriers that may hinder the transformation process, and serve as a resource and mentor to the administrators and campus TAP leadership team.</p> <p>Roles and Responsibilities:</p> <ul style="list-style-type: none"> Receive TAP training and certification at the state level Ensure effective implementation of all components of the transformation process, TAP model Monitor the progress of 90-day action plans Establish ongoing communication with the STARR Academy Establish a weekly schedule to meet with the STARR Academy principal Remove barriers that may hinder the implementation of the TAP model Provide support and feedback to the TAP leadership team when needed or requested Take an active role in problem-solving with the principal, master teachers, and mentor teachers Attend weekly TAP campus leadership team meetings Assist in the replacement and recruitment of qualified staff Assist in efforts to increase community and parental involvement Support the placement of social service resources found within the community Partner with campus to generate a positive school climate Attend all required TAP trainings and TTIPS trainings <p>The Executive Director for Instructional Support will monitor all aspects of TAP including the designated improvement activities that will support the transformation model. The Executive Director will develop a monitoring and evaluation system using the tools and instruments from the TAP model and the TTIPS reporting requirements to effectively provide support and feedback to campus leadership teams and assist in developing action plans for continued implementation success. The Executive Director will provide regular updates to the superintendent and have ongoing dialog to share celebrations or challenges experienced by the campus. Each month, the director will submit a progress report to the school board.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>The school board, the superintendent, and the teachers are fully invested in the Teacher Advancement Program (TAP). The STARR Academy has long term goals embedding the essential elements of TAP. Plans currently exist to continue the program even after the funding period ends. Future plans exist to participate in the federal Teacher Incentive Fund, through TAP, to continue with the program. The Texas TAP program is committed to helping districts stay in the program and support efforts to seek and acquire funding. Because the TAP program is designed to improve the quality of instruction to enhance student achievement, it is likely that future grants will become available.</p>		
<p>If all grant funds are exhausted, the campus would work to implement a local program that mirrors the TAP program. When the TTIPS grant funding ends, The STARR Academy will have been in the TAP program for five years. A new culture for ongoing instructional improvement will be part of the overall climate and expectations of staff and any new staff moving into the district. The goal is for the campus to create a systems thinking approach to ongoing instructional improvement through taking a personal responsibility for ongoing professional development using the acquired teaching and methods of TAP.</p>		
<p>If the campus chooses to stay in the TAP, the district will plan to reallocate federal, state and local monies to support the program costs with the expectation that the improvements and changes that will have evolved over time with the TAP program will eliminate other costly programs currently used to support student achievement efforts in recovering credits for graduation, meeting federal and state assessment standards, and being college ready at graduation</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The district has an expectation and practice to seek and analyze the research-driven reform model of any provider delivering instructional support in the form of program development, equipment, hardware, software, or professional development. The district believes that there are no 'silver bullets' that will 'fix' a student deficiency, but rather chooses to study and ensure that the provider or product coming into the district will be fully aligned to the specific needs of the district's at-risk population.</p>		
<p>The TAP model was selected because it fully aligned with the district's mission and expectations for improving the quality of instruction. The model supported the district's efforts in creating tools and measurements to effectively and efficiently build the campus leaders and teachers' capacity for reforming classroom instructional practices and management. Prior to choosing TAP, a literature review was conducted to analyze the impacts of TAP. Specifically looking for student achievement gains, adequate yearly progress and teacher attitudes. The results of the research were encouraging. TAP schools outperformed their controls 57% of the categories in math and in 67% of the categories in reading. In the comparison of the percentage of schools scoring at or above the average TAP scores (3-5) and the percentage of schools scoring below the average TAP scores (1-2), TAP schools outperformed their controls in 67% of the categories in math and in 100% of the categories in reading.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>TAP does not require campuses to visit other TAP campuses; however, if campuses choose to make these visits, TAP will coordinate the visits. The TAP model requires ongoing training for the leadership teams which consist of all TAP campus principals attend trainings together so that they can network, ask program implementation questions, and create plans fully aligned to successful implementation. Similar training requirements for master teachers and also mentor teachers are conducted throughout the year.</p> <p>There are very few districts that have similar student populations and other similar variables that would impact program outcomes. So the district must be very careful in sending teachers or administrators to other campuses with the intent of bringing back the implementation models and using them within our unique structure and student population. We would have to adjust for any confounding variables that would interfere with the desired outcome prior to implementation. This would involve ensuring the staff attending the campus visits has the capacity to identify any confounding variables.</p> <p>If the expected outcome is to gain a better understanding of the elements of the program, teacher and student attitudes, and gain insight of program implementation efforts as a means to gather preliminary program information versus relying entirely on the information given by a vendor, site visits would be beneficial. Locations with alternative schools similar to the STARR Academy would be considered (e.g., size, region, student population, demographics, community).</p>		

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<p>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.</p>		
<p>The district has no Tier I schools. The district is applying for all schools that are eligible for Tier II and Tier III.</p>		

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Part 3: Intervention Model		
Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <u>considered</u> 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.		
<input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Tier III Modified Transformation		
<input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model <i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i> <input type="checkbox"/> 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).

Process

During the meeting of the Texas Title I Priority Schools Grant Decision-Making team the committee gathered and reviewed information, answered the targeted questions, and discussed the needs of the campus. After these tasks were completed, the committee reviewed the four models of intervention in order to appropriately identify the model needed at STARR Academy to implement the needed change.

Additional considerations were examined in making this decision in addition to the needs identified by the Texas Title I Priority Schools Grant Decision-Making team. Additional factors considered include the nature and mission of Boys Ranch ISD. Boys Ranch ISD is a special purpose district located on the campus of Cal Farley's Boys Ranch. Cal Farley's Boys Ranch is a residential childcare facility serving boys and girls ages 3-18. All students placed at Cal Farley's Boys Ranch are enrolled in Boys Ranch ISD. According information in the Cal Farley's Annual Report for 2008-2009, the top two reasons cited for children being placed in care were disobedience and school problems.

Trends in intake information indicate Cal Farley's Boys Ranch is admitting students who are considered to be at a high risk as indicated by their score on the Child and Adolescent Functional Assessment Scale (CAFAS) in the areas of home, school, behavior and community.

In addition to the issues surrounding acceptance of their placement at Cal Farley's Boys Ranch, the students who are enrolled at STARR Academy also have difficulties adjusting to a new school and peer group.

Both discipline and academic concerns are at the forefront of most any student issue at school and may not be resolved simply due to their placement in this setting. Many students come to BRISD with gaps in learning related to attendance problems, high family mobility rates, and low economic status.

The underlying causes of school problems must be addressed in the district in order for students to be successful academically helping them move to the next stage of life.

Some of the information reviewed in the Texas Title I Priority Schools Grant Decision-Making team include the Continuous Improvement Plan from the Performance Based Monitoring process for the 2009-2010 school year, which identifies the need for a discipline coordinator or interventionist as well as extension of the peer mediation program and the continuation of the district wide implementation of the Teacher Advancement Program which provides instructional support to classroom teachers. The District and Campus Improvement Plans address the need for supporting school transformation in the way instruction is delivered through continued utilization of the TAP instructional rubric to increase the quality of instruction and student achievement; continued implementation of the universal strategies used through the Teacher Advancement Program; maintaining a class size of less than 10 students in core academic classes and the implementation of a peer mediation program.

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<p>Section B: Model Selection Process Cont. Responses are limited to five pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>The needs identified by the Texas Title I Priority Schools Grant Decision-Making team centered around refining and extending some of the interventions currently in place at STARR Academy. The critical areas for the transformation model include developing and improving teacher effectiveness, rewarding teachers and staff who increase student achievement, providing staff with ongoing, job-embedded professional development which is aligned with the school's instructional program, using data to identify and implement an instructional program, promoting the continuous use of the data, and providing operational flexibility. To extend the Teacher Advancement Program would allow the district to meet this criteria as well as continue an effective intervention addressing the improvement of the quality of instruction for the students at STARR Academy School.</p> <p>Timeline</p> <p>Prior to implementation of the Teacher Advancement Program it was necessary to replace the principal. Implementation of the Tier II Transformation intervention is planned for the 2010-2013 school years.</p> <p>The evaluation and extension of the Teacher Advancement Program is an ongoing process. The Texas Teacher Advancement Program distributes, collects and reports on a school survey at the end of each academic year. The school surveys for the current year have been completed and submitted to the Teacher Advancement Program. When the information has been compiled it will be reported to the campus TAP leadership team. The campus team will utilize this information regarding the effectiveness of the current TAP program implementation, refining current practices to improve the quality of instruction on the campus.</p> <p>Posting of additional mentor and master teacher positions will begin as soon as possible in order to provide interested parties with ample time to prepare portfolios for the interview process. These positions will be filled prior to July 21, 2010 to allow the new Master/Mentor teachers to attend the TAP Summer Institute. There, they will collaborate with other members of the TAP Campus Leadership team to develop School Goals for the 2010-2011 school year as well as receive instruction to become proficient in the utilization of the Teacher Advancement Program evaluation rubric. Evaluators must pass a rigorous examination consisting of scripting and scoring several mock evaluations.</p> <p>The addition of a Master and Mentor teacher position at STARR Academy will enable the campus to have it's own campus leadership team allowing the team to focus on the merging of the curriculum with Project Based learning to provide for a range of student instructional needs ranging from accelerated instruction to remediation.</p> <p>A new district level position will be hired to assist the campus TAP leadership teams in the extension of this program. Duties will include strengthening professional development activities to ensure these activities are tied to student needs as identified through ongoing student assessment. This individual will work with Master teachers to assist in the identification of research based strategies to field test on the student population as well as support the leadership team with the disaggregation of student data.</p>		

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<p> This individual will also act as the District Shepherd for the implementation of the Texas Title I Priority Schools Grant. Job duties will also include ensuring effective implementation of all components of the transformation process, monitoring the progress of 90-day action plans, communicating through regularly scheduled meetings with the transformation campus, assisting in the efforts to increase community and parental involvement, and attending all required trainings. </p> <p> Posting of positions for the Behavior Support Personnel are in place and interviews are in process. The individuals chosen for this position will provide support to teachers by working in the classrooms with students as well as extending that support for students outside the classroom as needed. Behavior Support Personnel will also provide trainings to teachers in strength based behavioral practices which may include the Satori Alternative to Managing Aggression (SAMA) and Life Space Crisis Intervention (LSCI). Individuals and students will continue being trained to further implement Peers Making Peace, the paxUnited peer mediation program, on the campus. </p>		

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Empty space for program description		

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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.			
1	Parents		
2	Community members		
3	Faculty members		
4	Campus administrators		
5	District level administrators		
6			
7			
8			
9			
10			

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline

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

For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.

- 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math
 - A. Data-driven instruction
 - B. Curriculum Alignment (both horizontal and vertical)
 - C. On-going Monitoring of Instruction
- 2 – Increase the Use of Quality Data to Drive Instruction
 - A. Data Disaggregation/Training
 - B. Data-driven Decisions
 - C. On-going Communication
- 3 – Increase Leadership Effectiveness
 - A. On-going Job Embedded Professional Development
 - B. Operational Flexibility
 - C. Resource/Data Utilization
- 4 – Increase Learning Time
 - A. Flexible Scheduling
 - B. Instructionally-focused Calendar
 - C. Staff Collaborative Planning
- 5 – Increase Parent/Community Involvement
 - A. Increased Opportunities for Input
 - B. Effective Communication
 - C. Accessible Community Services
- 6 – Improve School Climate
 - A. Increased Attendance
 - B. Decreased Discipline Referrals
 - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 – Increase Teacher Quality
 - A. Locally Developed Appraisal Instruments
 - B. On-going Job Embedded Professional Development
 - C. Recruitment/Retention Strategies

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A B C	Improve Student Achievement in Reading/ELA.	Students entering the alternative school are generally are behind two grade levels in reading.	Students struggling with reading need targeted supplemental interventions in order to help accelerate their basic reading levels (National High School Center).	August 23, 2010	May 30, 2012
A B C	Improve Student Achievement in Mathematics.	Students entering the alternative school are generally are behind two grade levels in math.	Build basic or foundational skills in math while also providing grade level concepts and content. Accelerated instruction must be based on a well-designed curriculum taught by qualified instructors, small class sizes, differentiation of instruction, and use of multiple instructional modalities such as computer-based programs, hands-on activities, group and independent activities to better address diverse student needs (Portz & Gaudet, 2001)	August 23, 2010	May 30, 2012

Add additional pages as needed.

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A B C	Implement CSCOPE in all core subjects. Contract with Region 16 for program services.	CSCOPE provides an aligned curriculum K-12 only if used consistently across the board.	Successful schools increase emphasis on curriculum that translates into specific actions such as pacing guides (Educational Research Service).	August 23, 2010	May 30, 2013
A B C	Develop an assessment schedule for TEKS checks and TAKS benchmark checks and use DMAC contracted through Region 16 to access various forms of the data.	Assessment calendar will strengthen scope and sequence compliance and provide timely/ongoing data.	Successful schools see data-driven decision making as a goal and a way of life with an infrastructure developed that allow more effective access of data (Educational Research Service).	August 23, 2010	May 30, 2013
Add additional pages as needed.					

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A B C	Support and enhance exemplary principal leadership through the TAP model.	Even though the TAP Leadership Team is comprised of the principal, master and mentor teachers, it is the principal who retains control of the school and ultimately leads the TAP effort.	Outstanding leadership is an essential supporting element for teacher success. Highly effective principals are mission-driven individuals with strong communication skills, a high level of knowledge about teaching and learning, and the ability to provide instructional leadership (McEwan, 2003).	July 23, 2010	June 2013
A B C	Establish a district leadership team comprised of campus and central office administrators.	Provide an ongoing training and support system allowing all administrators to work collaboratively, align programs and personnel, and hold each other accountable.	School leadership has increasingly complex demands and challenges confronting principals. Research suggests that working to achieve clarity on what is essential as well as what is important can help principals prioritize the demands of the job to help focus on the responsibilities and practices correlated with student achievement (Marzano, Kendall, & Gaddy, 1999).	July 23, 2010	August 2010

Add additional pages as needed.

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<p>Texas Title I Priority Schools Grant</p>					
<p>Schedule #4B—Program Description</p>					
<p>Part 3: Intervention Model</p>					
<p>Section D: Improvement Activities and Timeline (cont.)</p>					
<p>Critical Success Factor 4: Improve Learning Time</p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A	Develop small learning communities (thematic learning academies) multi-age students.	Many of our students who enroll in the middle school have developed patterns of school disengagement. Students need a daily structure that personalizes the learning environment best suited to the school's context.	Academies focus on students' individual needs and provide them with a balanced mix of core academic preparation and opportunities to develop practical work-based skills. (National High School Center).	July 23, 2010	Nov. 2010
A C	Hire teachers for small thematic learning communities to better meet student's academic and emotional and social problems.	A core group of teachers is needed to support and facilitate meaningful interaction between teachers and students.	Teacher teams can help identify and respond to students' needs early on. Teacher teams that are responsible for addressing students' learning needs and responding to discipline and attendance problems in proactive ways can decrease student academic disruptions (National High School Center).	July 23, 2010	August 23, 2010

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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
A B C	Work with employees (Social Workers and Counselors) from the Cal Farley's Boys Ranch to help develop and/or support current behavior intervention plans for at-risk students.	Utilize the specialized personnel support from Cal Farley's Boys Ranch to help classroom teachers manage student behavior issues.	Schools must be prepared to respond to students' more acute needs and potential crises, and refer them to qualified professional staff. It is estimated that between 14-20% of young people suffer from a mental, emotional, or behavioral disorder that impairs their everyday functioning (Puura, Almqvist, Tamminen, et al., 1998)	August 2010	May 2013

Add additional pages as needed.

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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
A B C	Hire Behavior Support Personnel (Social Workers) to work one-on-one with students and provide training for school personnel.	STARR Academy students reside in a residential facility and come to school with various degrees of social and emotional issues which need to be attended to at school to minimize loss of classroom instruction time.	It is estimated that one in five children and adolescents will experience a significant mental health problem. While school systems are not responsible for meeting every need of their students, schools must meet the challenge when the need directly affects learning (U.S. Health Department of Health and Human Services, 1999).	July 23, 2010	August 23, 2010
B	Establish a Positive-Behavior Support Incentive Pay for teachers.	Performance pay to increase the quality of instruction and student achievement has been successful in motivating staff to meet certain criteria. By using the same technique, teachers can be motivated to follow through on working with Behavior Support personnel and community social workers to improve classroom management and reduce behavior referrals.	Growing evidence shows that school-based initiatives promote mental health development, and improve educational outcomes (Fleming, Haggerty, Brown, et al., 2005). To address barriers to learning, schools need to integrate resources into a comprehensive, cohesive continuum of support that promotes healthy, positive youth development...(Adelman & Taylor, 2006)	July 23, 2010	August 23, 2010
B	Implement Peer Mediation through the Peers Making Peace program.	Students need to acquire and use procedures and strategies to manage their conflicts.	The use of mediation can decrease disputes that become violent or hurtful and reduce staff time spent on discipline (paxUnited, 1993).	August 2010	May 2013
C	Implement Project-Based learning with an emphasis on service-learning.	Promote instructional strategies that organize the learning of content and 21 st century skills around projects.	Research suggests that project-based learning, when fully realized can improve student learning. Using real-life problems to motivate students, challenging them to think	August 2010	May 2013

			deeply about meaningful content, enabling them to work collaboratively are practices that yield benefits for all students (David, J. L., 2008).		

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A C	Implement the TAP teacher appraisal system.	Looked for a system that would provide performance-based compensation to teachers who demonstrate their skill through classroom evaluations, and who increase their students' academic growth over the course of the year.	With extensive input from classroom teachers, TAP has developed a comprehensive system for evaluating how well teachers instruct their students based on the TAP Teaching Skills, Knowledge and Responsibility Standards, as well as on the academic growth of their students (National Institute for Excellence in Teaching).	August, 2010	May 2013
A C	Implement an instructionally focused accountability system through TAP.	Implement a system that ties teacher evaluations to teaching skills and student achievement.	... TAP has developed a comprehensive system for evaluating how well teachers instruct their students based on the TAP Teaching Skills, Knowledge and Responsibility Standards, as well as on the academic growth of their students (National Institute for Excellence in Teaching).	August 2010	May 2013
B C	Establish a weekly time to hold "cluster" meetings and provide TAP professional development	Create an atmosphere of teacher collaboration with a focus on learning strategies to improve classroom instruction.	Ongoing applied professional growth provides teachers with school-based professional development during the school day. Teachers work together to analyze student data, improve instruction, and learn new research-based instructional strategies that increase their students' academic achievement (NIET).	July 23, 2010	August 23, 2010

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

Part 3: Intervention Model
Section D: Other Improvement Activities and Timeline (cont.)

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

Add additional pages as needed.

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

Part 4: Waiver Requests

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

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

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

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

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
Boys Ranch Independent School District will comply with any reporting and evaluation requirements that TEA may establish and submit the reports in the format TEA requests.		
<p>The Teacher Advancement Program (TAP) supports teachers through the implementation of four key components. Each component will be closely monitored by the district Sheppard to ensure continuous improvement. The TAP program provides various tools for monitoring and measuring success.</p> <p>Component #1: multiple career paths. Depending upon their interests and accomplishments, teachers can move up the ranks from career to mentor to master teacher. Each position requires greater qualifications with additional roles and responsibilities, while compensation increases as well. Excellent teachers achieve more responsibility and more pay without having to leave the classroom. The Sheppard will monitor the performance of each group of teachers and ensure that each group receives the proper support and professional development to move them to the next level of performance always focusing on the quality of instruction and degree of student learning.</p> <p>Component # 2: ongoing applied professional growth. Teachers are provided with school-based professional development during the school day. Teachers meet weekly in small cluster groups, led by a master teacher to work together to analyze student data, improve instruction, and learn new research-based instructional strategies that increase their students' academic achievement. The cluster is the basic unit of ongoing applied professional growth where teachers use the STEPS for Effective Learning to study and develop instructional strategies for classroom application. These strategies target specific student needs. The cluster also evaluates student work for evidence of accurate application of instructional practices that are tested and well-researched. The Sheppard will use the TAP Cluster Observation Rubric to score cluster meetings and develop questions for cluster leaders to ask as they reflect on field testing in preparation for cluster meeting. The Sheppard will use the TAP Leadership Team Checklist to assist the leadership team members in covering all the bases, while providing a general timeline to develop, monitor, and evaluate future school plans and goals.</p> <p>Component # 3: instructionally focused accountability. The TAP accountability system ties teacher evaluations to teaching skills and student achievement. Evaluation criteria are clearly defined, and they are conducted multiple times during the year by multiple evaluators who are trained and certified. The Sheppard will be a trained and certified evaluator. The Sheppard will monitor the implementation of the evaluation schedule, check for sustained inter-rater reliability and prevent score inflation, evaluate the quality of the post-conference, compare value-added calculations to evaluation ratings from the previous year, and maintain the confidential record-keeping of evaluations.</p> <p>Component # 4: performance-based compensation. Bonuses to teachers are provided who demonstrate their skills through classroom evaluations, and who increase their students' academic growth over the course of the year. The Sheppard will ensure that TAP implementation by the campus leadership team supports all teachers toward achieving their goals and the goals of the program. The Sheppard will monitor the career teachers' knowledge of the TAP instructional rubric, evaluation policies and procedures, value-added calculations, and bonus pay-out process and procedures. Each teacher will receive overall evaluation scores and their student achievement data.</p>		

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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		
<p>The Teacher Advancement Program (TAP) requires the school to develop a school plan that provides the structural support focusing ongoing applied professional growth on student achievement. The school achievement plan comprehensively addresses how teachers and the leadership team will increase student achievement on the end-of-year assessments. The plan focuses on achieving annual student goals through the application of research-based, field tested instructional student strategies and measuring student progress in achieving those goals via benchmark assessments, teacher made assessments, and ongoing formative assessments that are aligned to the high stakes test. The school plan is a living document that provides the focus and direction for the school. It is the map clusters use to guide members to reach the school goal. If student needs change, then the map for how to get to the desired goal changes as well.</p> <p>Leadership team members use the school plan to regularly monitor progress toward meeting the measurable student achievement goals using frequent measures of student performance in specific skills. Leadership team members will include formal assessments, such as benchmark exams to measure periodic progress, but they will also include ongoing examination of student work through the application of research-based, field tested instructional strategies in the classroom. The school plan will also be used to monitor the quality and effectiveness of cluster meetings, mentor/master teacher support, evaluation process, and the development of the STEPS for effective learning within these processes.</p> <p>Ultimately, the school plan will help teachers answer the following questions before the administration of the high stakes test:</p> <ul style="list-style-type: none"> ▪ How do you use assessment data to drive instructional improvement? ▪ Will your students show growth on specific areas of the annual state assessment? ▪ Based on your assessment data, how do you know that your students continuously grow in their academic performance? <p>The more specific the school plan, the better cluster meetings will be able to increase student achievement. The focus for clusters is on strategies designed to meet the needs revealed by the analysis of student work. This requires that the assessments and strategies be carefully aligned with the school and cluster goals, and ultimately with the high-stakes test.</p> <p>Yearly cluster goals are aligned to the school-wide goals and are made measurable using periodic benchmark or teacher-made assessments. They move the broad school goal to a more focused one. Yearly cluster goals are means of measuring how students are progressing toward meeting the school goal. In order to act as predictors for how students are progressing towards the school goal, the benchmarks and assessments need to be aligned to the high stakes test against which the school goal is being measured.</p> <p>Cluster cycle goals are established using the assessment data available specific to the cluster members' individual students. This specificity allows teachers to make quality instructional decisions about what interventions are needed to best address student needs.</p>		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>Level of assessment within the school plan: Ultimately, the leadership team will consider the following essential questions:</p> <ul style="list-style-type: none"> • How do we use assessment data to drive instructional improvement? • Will students show growth on the annual state assessment based on the interventions, benchmark data, and teacher made test data? How will we know? • How do we know if students are continuously growing in their academic performance? <p>The school plan applies the following three levels of assessments to bring into focus the instructional needs and to measure student gains:</p> <ol style="list-style-type: none"> 1) State/district level assessments 2) School/benchmark assessments 3) Teacher-made classroom assessments including daily formative assessments <p>Each level of assessment is cyclical; they serve as a pre- and post- test, allow application of the STEPS for effective learning, and focus the work within cluster. The leadership team members can measure the effectiveness of the plan by looking at each level of assessment. Results will always be reported in terms of increase in student performance levels and growth rather than averages, so that no student's growth is masked in the average.</p> <p>In TAP schools, annual state or district assessments are used to establish school-wide goals; measure annual growth of students; and point in the direction of possible school-wide instructional needs. After state or district assessment have pointed toward a specific school-wide direction of student need, school or benchmark assessments are used to establish yearly and cycle cluster goals; measure periodic (quarterly) progress toward the yearly growth goals; and point the campus in the direction of more specific instructional needs, drawing cluster members closer to classroom application.</p> <p>When benchmark data is not specific enough or too much time has passed from the time of administration for its data to be pertinent, teachers will give a pre-assessment aligned to the high stakes test that is directly focused on the specific, identified area of need. This is a type of formative assessment. The two types of assessment, summative and formative, are both used to guide cluster meeting. Regular teacher-made classroom assessments are used to:</p> <ul style="list-style-type: none"> • Establish cluster cycle goals. • Serve as pre/post measures of student growth for a specific identified purpose. • Identify specific students to target for instructional grouping and interventions. • Continually monitor student gains as a result of the strategies implemented and to provide direction for cluster group work and individual teacher growth plans. <p>Formative assessments do not have to be formal tests or extended performance tasks. They include oral responses, exit tickets, homework assignments, or small components of a larger task. However, the results of any one of these types of assessments will be aligned to benchmark pre/post tests; quantified so they can be used to make well-founded instructional decisions; and assessed in terms of individual students versus groups or whole classes.</p>		

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>All campus leadership team members consisting of the principals, mentor teachers, and master teachers, along with district personnel, attend the TAP summer institute for ongoing training, certifications, and support in developing the campus plan and campus performance goals. The school plan is shared in cluster and career teacher input can modify the plan. The process for developing a school plan and campus performance goals include:</p> <ul style="list-style-type: none"> • Disaggregate state assessment data by all sub-groups to identify specific areas of student academic need. • Rank sub-skill areas reported in state assessment data in order of priority. • Examine state assessment data with the previous class lists to identify areas of growth, little growth, or no growth. • Examine state assessment data using new class rosters in cluster groups to identify students' highest priority needs for the coming year. • Prioritize needs within cluster groups to establish yearly cluster goals; designate their order based on the greatest student academic need. • For students in grades that are not tested by the state test, look for patterns in the tested areas which may point to student areas of need in the non-tested grades. This can also be substantiated with benchmark and teacher-made test data. • Determine pre/post assessment methods aligned with state test to further demonstrate and diagnose specific problems within the student need (pretest) and measure growth at the end of a designated time of cluster work (post-test). • At the end of each quarter, conduct a staff meeting where clusters report their results to other cluster groups as a celebration of their work and sharing of commitment for the process, along with progress toward meeting student achievement goals. 		
<p>Creating campus performance goals:</p> <p>As soon as the high stakes test data is returned to the school, the leadership team will plan meeting aimed at disaggregating the data to find patterns within it. Those patterns will be used to write the school performance goals. The leadership team will spend the meeting clearly identifying the specific areas of need by analyzing the student grade level data. The leadership team will combine the resulting data with other student data from outcomes to create the school plan. The team members will apply the process to other test data to determine if the same patterns of student strength and relative weakness apply to that test also in order to make decisions regarding the school performance goals.</p> <p>Once each grade level and subject area has been analyzed to pinpoint areas of student strength and relative weakness, the patterns that arise will allow the leadership team to set the goals for the school. The leadership team members will then plan to research and field test the strategies or complete the plans for the first cluster cycle that they lead and bring these plans to the next leadership team meeting.</p> <p>Leadership team members throughout the year, especially just after benchmark tests are administered, will focus on measuring how well students are making progress toward meeting the school goals, as well as how teachers are making adjustments as necessary. The leadership will then integrate the interventions into cluster and into the individual teacher growth plans and bring back examples to the next leadership team meeting. It is imperative that the leadership team analyze progress toward meeting the school goal after each administration of benchmark tests or writing prompts and make adjustments as needed.</p>		

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

School Years 2010-2013

180901
County-District No.

Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS	45%	50%	55%	60%
2	Improve Student Achievement in Mathematics	TAKS	22%	32%	42%	52%
3						
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Implement CSCOPE in all core subjects. Contract with Region 16 for program services	Lesson Plans/Walkthroughs/Evaluations	No baseline data	90%	100%	100%
2	Develop an assessment schedule for TEKS checks and TAKS benchmark checks and use DMAC to access various forms of the data	Annual assessment calendar/DMAC usage log	No baseline data	90%	100%	100%
3						
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Support and enhance exemplary principal leadership through the TAP model	TAP overall campus scores	3	3.5	4	4.5
2	Establish a district leadership team comprised of campus and central office administrators	TAP overall campus scores	3	3.5	4	4.5
3						
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Develop small learning communities (thematic learning academies) multi-age students.	TAKS All Tests	34%	44%	54%	64%
2	Hire teachers for small thematic learning communities to better meet student's academic and emotional and social problems.	TAKS All Tests	34%	44%	54%	64%
3						
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Work with employees (social workers and counselors) from the Cal Farley's Boys Ranch to help develop and/or support current behavior intervention plans for at-risk students.	Discipline referrals identified as chronic/at-risk for serious Problem Behavior	48%	46%	44%	42%
2						
3						
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Hire Behavior Support Personnel to work one-on-one with students and provide training for school personnel	Discipline referrals identified as chronic/at-risk for serious Problem Behavior	48%	46%	44%	42%
2	Establish a positive behavior support incentive pay for teachers	Discipline referrals	89	80	72	65
3	Implement a Peer Mediation program using the Peers Making Peace program	Discipline referrals	89	80	72	65
4	Implement Project-Based learning with an emphasis on service learning	Discipline referrals	89	80	72	65

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Implement the Tap teacher appraisal system	TAP Rubric/ Teacher campus average	3	3.5	4	4.5
2	Implement an instructionally focused accountability system through TAP	TAP Rubric/ Teacher Campus Average	3	3.5	4	4.5
3						
4						
5						

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

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

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Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
No Barriers					
#	No Barriers	Students	Teachers	Others	
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Barrier: Gender-Specific Bias					
#	Strategies for Gender-specific Bias	Students	Teachers	Others	
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Cultural, Linguistic, or Economic Diversity					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others	
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

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

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input checked="" 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 checked="" 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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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input 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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Texas Title I Priority Schools Grant					
Schedule #5—Program Budget Summary					
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276			
Project Period: August 1, 2010 through June 30, 2013					
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted	
Payroll Costs	5B 6100 \$ 1,707,000	\$ 93,750	0	1,800,750	
Professional and Contracted Services	5C 6200 0	0	0	0	
Supplies and Materials	5D 6300 61,452	0	0	61,452	
Other Operating Costs	5E 6400 25,000	0	0	25,000	
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX 0	0	0	0	
	Total Direct Costs	1,793,452	93,750	0	1,887,202
	% Indirect Costs		0	0	0
Grand Total					
Total Budgeted Costs:		\$ 1,793,452	93,750	0	\$ 1,887,202
Administrative Cost Calculation					
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs					1887202
Multiply by (% limit)					X .05
Enter Maximum Allowable for Administration, including Indirect Costs					\$ 94,360

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by telephone/e-mail/FAX on <u>10/21/10</u> by <div style="font-family: cursive; font-size: 1.2em; margin-left: 20px;">ms</div> of TEA.		
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 \$629,068 Year 2: SY 2011-2012 \$629,067 * Year 3: SY 2012-2013 \$629,067 * * 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		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	New Hire for thematic learning communities	2		0	278,800
2	Educational Aide	Math Instructional Support	1			60,000
3	Tutor	Targeted support		2		144,000
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist	Campus TAP Supervisor				75,000
Auxiliary						
12	Counselor	Plus Peer mediation		1		80,000
13	Social Worker	Behavior Support Personnel	2			310,000
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: TAP Master Teacher		1		0	85,000
23	Title: Career Teacher Positive Behavior Support Incentive Pay		13		0	70,000
24	Title: TAP Mentor Teacher		1			142,800
25	Title: District Shepherd			1		195,000
26	Subtotal Employee Costs					1440,600
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$
28	6119	Professional Staff Extra-Duty Pay				
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				360,150
31	Subtotal Substitute, Extra-Duty, Benefits Costs					360,150
32	Grand Total Payroll Budget (line 26 + line 31)					1800,750

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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: _____				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval					
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
				Total Amount Budgeted	
1.				\$	\$
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount
Pre-Award				Total Amount Budgeted	
Contractor's Payroll Costs					
Title: _____				\$	\$
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (_____ %)					
Total Payment:				\$	\$

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>180901</u> County-District No. _____ 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): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
3. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
4. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:				

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Texas Title I Priority Schools Grant			
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval			
Expense Item Description		Pre-Award	Total Budgeted
6399	Technology Hardware- Not Capitalized		
	#	Type	Quantity
	1	Interactive White Board	7
	2	iPad	8
	3	Projector	7
	4	Student Response System	7
	5	Document Camera	7
	6	School TV Newscast Starter Package	1
		Extended Learning Time/Parent/Community Involvement	
6399	Technology Software- Not Capitalized		\$5000
6399	Supplies and Materials Associated with Advisory Council or Committee		
Total Supplies and Materials Requiring Specific Approval:			\$55,800
Remaining 6300- Supplies and Materials that do not require specific approval:			0
Grand Total			\$61,452

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval			
	Expense Item Description	Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose:		
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)		
	Specify purpose:		
Total 64XX- Operating Costs Requiring specific approval:			
Remaining 6400 - Other Operating Costs that do not require specific approval:		0	25,000
Grand Total			25,000

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<p>Texas Title I Priority Schools Grant</p>					
<p>Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)</p>					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Total 6600/15XX- Capital Outlay Costs:					

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	180901 County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	180901 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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	180901 County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont.GENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**180901

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>180901</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:
- Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	180901 County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business:** Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>180901</u> County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>180901</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.
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SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>180901</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>180901</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>180901</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	180901 County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program:			
Name:			
1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
6. Federal Department/Agency:		7. Federal Program Name/Description:	
		CFDA Number, if applicable:	
8. Federal Action Number, if known:		9. Award Amount, if known:	
		\$	
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i>		10. b. Individuals Performing Services <i>(including address if different from No. 10a; last name, first name, MI):</i>	
(Attach Continuation Sheet(s), if necessary)			
[ITEMS 11-15 REMOVED]			
16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Signature:	
		Name:	
		Title:	
		Telephone#	Date:
Federal Use Only:		Standard Form LLL	

SCHEDULE #6ENCLB ACT PROVISIONS &
ASSURANCES180901

County-District No.

Texas Title I Priority Schools Grant

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>180901</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>180901</u> County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Boys Ranch LEA Name	180901 County-District#
by telephone/e-mail/FAX on _____ by _____ of TEA.		STARR Campus Name	180901003 Campus Number
		175600229 9-Digit Vendor ID#	16 ESC Region
		NOGA ID# (Assigned by TEA)	Date of Report

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

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

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

May be submitted any time prior to deadline.

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

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

Part 1: Identified Needs

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

1. Improve Academic Performance

Milestones	A	Improve student achievement in Reading/ELA and Math through data-driven instruction using DMAC and the TAP model.
	B	Ensure vertical and horizontal curriculum alignment through the use of CScope to improve student achievement in Reading/ELA and Math using the TAP model
	C	Improve student achievement in Reading/ELA and Math through ongoing monitoring of instruction using the TAP model

2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Develop an assessment schedule for formal formative assessments to increase the use of quality data to drive instruction using DMAC as a tool for data disaggregation
	B	Implement CSCOPE consistently so that valid, quality data can be used to drive instruction
	C	Ongoing communication will be utilized using the TAP model to increase the use of quality data to drive instruction
3. Increase Leadership Effectiveness		
Milestones	A	Increase leadership effectiveness utilizing on-going job embedded professional development through the TAP model
	B	Increase leadership effectiveness by developing a district leadership team to provide opportunities for campus and district administrators to work collaboratively so that operational flexibility is given to STARR
	C	Increase leadership effectiveness by developing a district leadership team to provide an ongoing training and support systems for all administrators
4. Increase Learning Time		
Milestones	A	Develop and hire teachers for small learning communities to improve learning time. Utilize community resources to provide increased learning time through project-based learning, service learning projects, and work-based learning opportunities.
	B	
	C	Community resources will be utilized to provide increased learning time for students as well as provide opportunities for staff to plan collaboratively using the TAP model.
5. Increase Parent / Community Involvement		
Milestones	A	Increase parent/community involvement by utilizing the specialized personnel from the Cal Farley's Boys Ranch to help develop and/or support current behavior intervention plans for at-risk students.
	B	Use effective communication to ensure the utilization of specialized personnel from the Cal Farley's Boys Ranch in the development and/or support of current behavior intervention plans for at-risk students.
	C	Utilize accessible community services (social workers and counselors) from the Cal Farley's Boys Ranch to help develop and/or support current behavior intervention plans for at-risk students.
6. Improve School Climate		
Milestones	A	Improve school climate through increased attendance by hiring behavior support personnel to work one-on-one with students and provide training for school personnel to minimize loss of classroom instruction time.
	B	Decrease discipline referrals as a way to improve school climate by establishing a positive-behavior support incentive pay for teachers and implementing peer mediation through the Peers Making Peace program
	C	Improve school climate by increasing involvement in extra/co-curricular activities through the implementation of project-based learning with an emphasis on service learning.
7. Increase Teacher Quality		
Milestones	A	Increase teacher quality by implementing the TAP instructionally focused accountability teacher appraisal system
	B	Increase teacher quality by providing on-going job embedded professional development by the TAP model

	C	Increase teacher quality by using the TAP teacher appraisal system and providing weekly job-embedded professional development using the TAP model.
Other Identified Needs (not listed above)		
	A	
	B	

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	0%
Increase the Use of Quality Date to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	50%
Increase Parent / Community Involvement	0%
Improve School Climate	50%
Increase Teacher Quality	0%
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. <i>Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</i>	
Improve Academic Performance	6%
Increase the Use of Quality Date to Drive Instruction	6%
Increase Leadership Effectiveness	8%
Increase Learning Time	42%
Increase Parent / Community Involvement	0%
Improve School Climate	31%
Increase Teacher Quality	6%
Other Remaining Costs	%

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

Part 3: Intervention Description – TRANSFORMATION MODEL**Describe how the LEA/campus has/will address each of the following requirements of the model.****I. Develop and increase teacher and school leader effectiveness.****A. Replace the principal who led the school prior to commencement of the transformation model; or list when in the past two years the principal was replaced and describe the intervention in which the principal was replaced.**

Prior to the implementation of the Teacher Advancement Program it was necessary to replace the principal.

B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--**i. Take into account data on student growth (as defined below) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and****ii. Are designed and developed with teacher and principal involvement;**

i. STARR Academy will implement the Tier II Transformation Model. Each career teacher receives a minimum of three evaluations a year from a principal, master teacher and mentor teacher. Teacher evaluation data is entered into a TAP data base system that allows the campus, district, and TAP regional coordinators a tool to monitor inter-rater reliability. The Texas TAP uses this data system, along with contracting with an SAS to calculate the value added data from TAKS scores submitted by the district to determine the annual teacher performance-based compensation. Instructionally focused accountability ties teacher evaluations to teaching skills and student achievement. Evaluations are fair because criteria are clearly defined, and they are conducted during the year by multiple evaluators who are trained and certified. With extensive input from classroom teachers, TAP has developed a comprehensive system for evaluating how well teachers instruct their students based on the TAP Teaching Skills, Knowledge and Responsibility Standards, as well as on the academic growth of their students. Principals are evaluated based on TAKS performance of their students including the principal's reflection on student growth and development, commitment to learning, and utilization of 21st century resources and skills.

ii. A district planning committee was established comprised of district administrators, school administrators, teachers, paraprofessionals, parents, community members, and business members. The planning committee worked in cooperation with the superintendent to review the Teacher Advancement Program (TAP) and determine the benefits of implementing the program and alignment to the district goals and mission. The committee concluded that TAP was a new initiative developed to restructure and revitalize the teaching profession. TAP aligns with the research that supports the idea that the single most important school related factor in determining student performance is the quality of the teacher in the classroom. Once the planning committee approved the program the district informed the Texas TAP executive director. TAP regional coordinators came to the district to hold conversations with district staff and conduct an all school presentation that provided information regarding the program. This sharing of information, or program development, provided the foundation from which the district and STARR could decide whether to adopt the program. The school board was kept informed at each stage of development. TAP requires a 70% teacher approval rate before a school can become a TAP school. The STARR Academy solicited approval for the TAP by asking teachers to vote using a ballot system. The STARR Academy received teacher approval to implement the program.

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;

Performance-based compensation provides bonuses to teachers who demonstrate their skills through classroom evaluations, and who increase their students' academic growth over the course of the year. TAP's professional development is designed to support teachers in achieving these goals. TAP provides additional compensation to

teachers according to their roles responsibilities, their performance in the classroom, and the performance of their students. The TAP system provides ongoing, job-embedded professional development and support for all teachers. Teachers meet weekly in small cluster groups, led by the master teacher to work together to analyze student data, improve instruction, and learn new research-based instructional strategies that increase their students' academic achievement. Master and Mentor teachers provide instructional coaching to all teachers. Non-effective staff as identified using the TAP instructional rubric will be replaced.

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

Teachers are provided with school-based professional development during the school day. Teachers meet weekly in small cluster groups, led by a master teacher to work together to analyze student data, improve instruction, and learn new research-based instructional strategies that increase their students' academic achievement. The cluster is the basic unit of ongoing applied professional growth where teachers use the STEPS for Effective Learning to study and develop instructional strategies for classroom application. These strategies target specific student needs. The cluster also evaluates student work for evidence of accurate application of instructional practices that are tested and well-researched. The Sheppard will use the TAP Cluster Observation Rubric to score cluster meetings and develop questions for cluster leaders to ask as they reflect on field testing in preparation for cluster meeting. The Sheppard will use the TAP Leadership Team Checklist to assist the leadership team members in covering all the bases, while providing a general timeline to develop, monitor, and evaluate future school plans and goals.

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.

Depending upon their interests and accomplishments, teachers can move up the ranks from career to mentor to master teacher. Each position requires greater qualifications with additional roles and responsibilities, while compensation increases as well. Excellent teachers achieve more responsibility and more pay without having to leave the classroom. The Sheppard will monitor the performance of each group of teachers and ensure that each group receives the proper support and professional development to move them to the next level of performance always focusing on the quality of instruction and degree of student learning.

Bonuses are provided to teachers who demonstrate their skills through classroom evaluations, and who increase their students' academic growth over the course of the year.

The Sheppard will ensure that TAP implementation by the campus leadership team supports all teachers toward achieving their goals and the goals of the program. The Sheppard will monitor the career teachers' knowledge of the TAP instructional rubric, evaluation policies and procedures, value-added calculations, and bonus pay-out process and procedures. Each teacher will receive overall evaluation scores and their student achievement data.

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

The Teacher Advancement Program (TAP) requires the school to develop a school plan that provides the structural support focusing ongoing applied professional growth on student achievement. The school achievement plan comprehensively addresses how teachers and the leadership team will increase student achievement on the end-of-year assessments. The plan focuses on achieving annual student goals through the application of research-based, field tested instructional student strategies and measuring student progress in achieving those goals via benchmark assessments, teacher made assessments, and ongoing formative assessments that are aligned to the high stakes test. The school plan is a living document that provides the focus and direction for the school. It is the map clusters use to guide members to reach the school goal. If

student needs change, then the map for how to get to the desired goal changes as well. The TAP leadership team monitors fidelity of implementation of the research-based and vertically aligned curriculum, CSCOPE, using the TAP model for instructionally focused accountability.

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.

Leadership team members use the school plan to regularly monitor progress toward meeting the measurable student achievement goals using frequent measures of student performance in specific skills. Leadership team members will include formal assessments, such as benchmark exams to measure periodic progress, but they will also include ongoing examination of student work through the application of research-based, field tested instructional strategies in the classroom. The school plan will also be used to monitor the quality and effectiveness of cluster meetings, mentor/master teacher support, evaluation process, and the development of the STEPS for effective learning within these processes.

The more specific the school plan, the better cluster meetings will be able to increase student achievement. The focus for clusters is on strategies designed to meet the needs revealed by the analysis of student work. This requires that the assessments and strategies be carefully aligned with the school and cluster goals, and ultimately with the high-stakes test.

Yearly cluster goals are aligned to the school-wide goals and are made measurable using periodic benchmark or teacher-made assessments. They move the broad school goal to a more focused one. Yearly cluster goals are means of measuring how students are progressing toward meeting the school goal. In order to act as predictors for how students are progressing towards the school goal, the benchmarks and assessments need to be aligned to the high stakes test against which the school goal is being measured.

Cluster cycle goals are established using the assessment data available specific to the cluster members' individual students. This specificity allows teachers to make quality instructional decisions about what interventions are needed to best address student needs.

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*

Community resources include training school behavior support personnel, working with the school to develop daily schedules where behavior interventions can be incorporated and provide times when teachers and community members can work collaboratively and plan student behavior interventions. The community and school also work together to provide appropriate facility needs that enhance the learning environment. STARR Academy works closely with the community to provide social services for a highly at-risk student population.

STARR will partner with community resources to provide increased learning time through project-based learning, service learning projects, and work-based learning opportunities provided to all students.

B. Provide ongoing mechanisms for family and community engagement.

Because student learning is most strongly attributable to the influences closest to the student, such as the teacher's instructional practices and classroom management, the curriculum, the peer group, and teacher-student interactions, it is important that the STARR Academy attend to certain organizational structures that will act as a pre-condition for improving these variables and sustaining the Teacher Advancement Program and attaining the learning outcomes for students.

The Boys Ranch community plays a vital role in supporting the school in establishing these organizational structures. The STARR Academy student population is comprised of students placed by their guardians at the Cal Farley's Boys Ranch, a residential facility. Students who enroll at STARR are generally coming from other schools where they were not successful. Many students are behind in credits, have not been successful in TAKS, and have had years of developing patterns of behavior that are unhealthy and significantly interfere with their school success. On average, students enter STARR Academy during the freshman or sophomore year. STARR teachers must work with the community (parents, house-parents, caseworkers, home-life supervisors, counselors, etc.) to meet the diverse needs of students. The top eight reasons why students are placed at Boys Ranch are: disobedience, school problems, lack of supervision, emotional problems, poor peer choices, substance abuse, family financial problems, and sexual promiscuity.

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 district will establish a district leadership team comprised of campus and central office administrators. This will provide an ongoing training and support system allowing all administrators to work collaboratively, align programs and personnel, and hold each other accountable. The district shepherd will be responsible for the oversight of the transformation model and assist in eliminating any district-level barriers that may hinder the transformation process.

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 district will hire a new position: Executive Director for Instructional Support. This person will be designated to serve as the transformation district shepherd. The district shepherd will be responsible for the oversight of the transformation process, the TAP program model, ensure responsiveness of the district to the transformation efforts, have a direct line of communication to the superintendent, assist in eliminating any district-level barriers that may hinder the transformation process, and serve as a resource and mentor to the administrators and campus TAP leadership team. The district will also utilize the services of supporting organizations such as Region 16 ESC, SIRC, and the assigned PSP.

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

I. Develop and increase teacher and school leader effectiveness.

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

N/A

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

N/A

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

N/A

II. Comprehensive instructional reform strategies.

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

N/A

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

N/A

- C. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;**

N/A

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

N/A

E. In secondary schools--

- i. Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;**

N/A

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

N/A

- 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;

N/A

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

N/A

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;

N/A

B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

N/A

C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment;

N/A

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

N/A

IV. Provide operational flexibility and sustained support.

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

N/A

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

N/A

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

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	Improve student achievement in Reading/ELA and Math through data-driven instruction using DMAC and the TAP model.	08/10	05/12
	B	Ensure vertical and horizontal curriculum alignment through the use of CScope to improve student achievement in Reading/ELA and Math using the TAP model	08/10	05/12
	C	Improve student achievement in Reading/ELA and Math through ongoing monitoring of instruction using the TAP model	08/10	05/12
2	A	Develop an assessment schedule for formal formative assessments to increase the use of quality data to drive instruction using DMAC as a tool for data disaggregation	08/10	05/13
	B	Increase leadership effectiveness by developing a district leadership team to provide opportunities for campus and district administrators to work collaboratively so that operational flexibility is given to STARR	08/10	05/13
	C	Ongoing communication will be utilized using the TAP model to increase the use of quality data to drive instruction	08/10	05/13
3	A	Increase leadership effectiveness utilizing on-going job embedded professional development through the TAP model	07/10	05/13
	B	Increase leadership effectiveness by developing a district leadership team to provide opportunities for campus and district administrators to work collaboratively so that operational flexibility is given to STARR	07/10	08/10
	C	Increase leadership effectiveness by developing a district leadership team to provide an ongoing training and support systems for all administrators	07/10	08/10
4	A	Develop, and hire teachers for small learning communities to improve learning time. Utilize community resources to provide increased learning time through project-based learning, service learning projects, and work-based learning opportunities.	07/10	11/10
	B	N/A		
	C	Community resources will be utilized to provide increased learning time for students as well as provide opportunities for staff to plan collaboratively using the TAP model.	07/10	12/10
5	A	Increase parent/community involvement by utilizing the specialized personnel from the Cal Farley's Boys Ranch to help develop and/or support current behavior intervention plans for at-risk students.	08/10	05/13
	B	Use effective communication to ensure the utilization of specialized personnel from the Cal Farley's Boys Ranch in the development and/or support of current behavior intervention plans for at-risk students.	08/10	05/13
	C	Utilize accessible community services (social workers and counselors) from the Cal Farley's Boys Ranch to help develop and/or support current behavior intervention plans for at-risk students.	08/10	05/13

6	A	Improve school climate through increased attendance by hiring behavior support personnel to work one-on-one with students and provide training for school personnel to minimize loss of classroom instruction time.	07/10	08/10
	B	Decrease discipline referrals as a way to improve school climate by establishing a positive-behavior support incentive pay for teachers and implementing peer mediation through the Peers Making Peace program	08/10	05/13
	C	Improve school climate by increasing involvement in extra/co-curricular activities through the implementation of project-based learning with an emphasis on service learning.	08/10	05/13
7	A	Increase teacher quality by implementing the TAP instructionally focused accountability teacher appraisal system	08/10	05/13
	B	Increase teacher quality by providing on-going job embedded professional development by the TAP model	08/10	05/13
	C	Increase teacher quality by using the TAP teacher appraisal system and providing weekly job-embedded professional development using the TAP model.	08/10	05/13

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.