

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	Northside ISD Organization Name	015-915 County-District#
		Rudder MS Campus Name	015-915-048 Campus Number
		74-6015904 9-Digit Vendor ID#	20 ESC Region
		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	☐
3	Purpose of Amendment	NA	☐
4	Program Requirements	X	☐
4A	Program Abstract	X	☐
4B	Program Description	X	☐
4C	Performance Assessment and Evaluation	X	☐
4D	Equitable Access and Participation	X	☐
5	Program Budget Summary	X	☐
5B	Payroll Costs 6100	☒	☐
5C	Professional and Contracted Services 6200	☒	☐
5D	Supplies and Materials 6300	☒	☐
5E	Other Operating Costs 6400	☒	☐
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	☐	☐
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	☐	☐
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
John	M.	Folks	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(210) 397-8770	(210) 706-8772	john.folks@nisd.net	 5/4/2010

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 p.m. Thursday, June 3, 2010:

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

TEA DOCUMENT CONTROL NO.

701-10-112-342

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Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 ☐	Proof of Nonprofit Status Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 X	Assurance of Financial Stability Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 X	Assurance of Submittal of Reviewer Information Form Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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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 Northside Independent School District					
Mailing Address Line - 1 5900 Evers Rd.		Mailing Address Line - 2 _____		City San Antonio	State TX
U.S. Congressional District Number 20		Primary DUNS Number 06-945-0716		Central Contractor Registration (CCR) CAGE Code 1E7W3	
				NCES Identification Number 4833120	
Campus Name Rudder Middle School				County-District Campus Number 015-915	
Mailing Address Line - 1 6558 Horn Blvd.		Mailing Address Line - 2 _____		City San Antonio	State Texas
				Zip Code 78240	
Applicant Contacts					
Primary Contact					
First Name Mary		Initial _____	Last Name Jewell		Title Principal
Telephone 210-397-5010		Fax 210-561-5022		Email mary.jewell@nisd.net	
Mailing Address Line - 1 6558 Horn Blvd.		Mailing Address Line - 2 _____		City San Antonio	State Texas
				Zip Code 78240	
Secondary Contact					
First Name Joseph		Initial _____	Last Name Conroy		Title Grant Coordinator
Telephone (210) 397-7533		Fax (210)706-7278		E-mail joseph.conroy@nisd.net	
Mailing Address Line - 1 6632 Bandera Rd Port. 6		Mailing Address Line - 2 _____		City San Antonio	State TX
				Zip Code 78238	

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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.

- | | |
|---|---|
| ☐ Schedule #1—General Information | ☐ Schedule #5—Program Budget Summary |
| ☐ Schedule #3—Purpose of Amendment | ☐ Schedule #5B—Payroll Costs 6100 |
| ☐ Schedule #4—Program Requirements | ☐ Schedule #5C—Professional and Contracted Services 6200 |
| ☐ Schedule #4A—Program Abstract | ☐ Schedule #5D—Supplies and Materials 6300 |
| ☐ Schedule #4B—Program Description | ☐ Schedule #5E—Other Operating Costs 6400 |
| ☐ Schedule #4C—Performance Assessment and Evaluation | ☐ Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
| ☐ 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.		
☐	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary	
☐	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	
☐	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G)	
☐	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs	
☐	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials	
☐	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.	
☐	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.	
☐	8. Reduction of funds allotted for training costs	
☐	9. Additional funds needed	
☐	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval	
☐	11. Other (Specify)	
Part 4: Amendment Justification		

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Texas Title I Priority Schools Grant		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools"). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.		
Allowable Activities		
Tier I and Tier II Grantees ■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. Tier III Grantees ■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model. ■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements. The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.		

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

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	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. Use 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 new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students.	Program Assurances	

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

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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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Part 2: Statutory Requirements			
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25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.		

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , the campus assures That it will it implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement		

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

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

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
☐ Tier I Eligible Campus ☐ Tier II Eligible Campus ☒ Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
☒ Option 1: LEA/campus currently engaged in aggressive reform ☐ Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the Intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided; front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Although Rudder has a long history of high student achievement, performance has declined and gaps between and among the subgroups have widened. The influx of numerous refugee students with limited or no previous schooling and who are non-native English speakers has also presented numerous challenges for staff. Considered a marginal Title I campus, Rudder does not receive the Title I funds to fully address the needs of economically disadvantaged students. Staff is also in need of professional development to differentiate instruction to better serve their diverse students. Although Rudder initiated campus reform in the fall 2009, it lacked capacity in terms of staff and resources to fully address needs. Implementation of the TTIPS grant and the Transformation Model will facilitate campus reform of teaching practices and pedagogy; build internal teacher leadership capacity in terms of breadth and depth of content mastery; improve the overall school climate; increase student achievement; especially among and between non-economically disadvantaged and economically disadvantaged students; and increase parental involvement. Reform strategies and performance measures identified in the application were developed to address weaknesses identified in the comprehensive needs assessment (CNA) and are aligned with the TTIPS program intent, Transformation Model, district improvement plan and campus improvement plan. During the grant planning phase, a TTIPS Decision-Making Team (TDMT) was formed. This was charged with making recommendations regarding selection of the Transformation model and is comprised of School Board representatives, Deputy Superintendent for Admin., Asst. Superintendents for Elem. & Sec. Admin., Exec Directors of Elem. & Sec. Admin. & Instruction, Dir. of School Improvement Initiatives, Rudder MS administrators, teachers, parent groups (School Advisory Team and PTA Leadership Council), administrative officials, Grants & Recognitions Dept. staff, Safe & Drug Free Schools Coord., HR staff, testing and evaluation staff and the Dir. of the Organizational & Staff Development Office. Rudder's program will be structured according to the Transformation model and will address the following:		
<u>1. Develop and increase teacher and school leader effectiveness.</u> Increase percentage of math, science & ELA teachers trained & implementing differentiated instruction strategies; Increase principal's performance on Northside ISD's evaluation; Reduce the number of teachers on Alternative Teacher Assessment Record (ATAR) whose students' TAKS scores are not 80% or higher; Establish a regular schedule of three minute walk-throughs for a minimum of six teachers per day to monitor integration of transformation strategies; Improve principal's leadership skills, and effectiveness through participation in School Leadership Network; Develop interdisciplinary teams to analyze data, as part of the ongoing CNA to create action research topics.		
<u>2. Comprehensive instructional reform strategies.</u> Increase grade level planning time; Increase targeted professional development; Create action plans to drive instruction and apply research to implement/evaluate; Math/science academic coaches will to support instruction and pgm. oversight; Create Common Assessments ;Improve teacher collaboration and teacher incentive pay plan to increase student achievement; Improve student attendance rates by increasing positive student-teacher interactions and implement Rudy Payne methods; Improve overall school climate; Develop an overage acceleration team.		
<u>3. Increasing learning time and creating community-oriented schools.</u> Provide extended learning opportunities by providing zero hour & after-school for struggling students; utilize intervention pgms.; Provide profess. development for teachers; Create Summer Transition Camps; Implement mentoring pgm.; Utilize AVID tutors as peer tutors in Pre-AP classes; Restructure student advisory with Sean Covey's Six Habits of Highly Effective Teens; Contract with "Let's talk about it" text/emails to reduce cyber-bullying incidents; Increase students in Sat. School for credit retrieval, attendance recovery & academic need.		
<u>4. Providing operational flexibility and sustained support.</u> Increase parental involvement by implementing the FAST pgm.; Conduct joint parental involvement nights with primary feeder schools; Conduct on-site meetings at apt. complexes to increase involvement among parents of at-risk students; Extend school library & computer labs to students & their families; Establish a parent resource center to be available during extended hours for salient topics. Communities in Schools will be utilized to support families outside of the normal school day; Create/conduct Parent Book study focusing on "The Roller Coaster Years" to support middle school parents.		

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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	0	0	0	0	0	0	0	413	415	386	0	0	0	0	1,214
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Instructional Staff (reading, English, math, science and ss teachers)														43.5	
Total Support Staff (2 Title I & 5 SCE teachers)														7	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Math, science, and reading/ELA TAKS, TAKS-A, TAKS-M, Linguistically Accommodated Test (LAT) and TELPAS results, to include; compared to state, district, grade level and subgroup student performance; TEKS items; gaps in student performance (five points or greater) among economically disadvantaged, at-risk, special education, ESOL/Newcomer, LEP and targeted ethnicity groups to meet state and college readiness standards.														
2	School Safety Audit from ESC Region 20, Occupational Health Instrument (OHI)(to be completed in the 2010-2011 2011-2012 and 2012-2013 school years), District Snapshot (2010-2011)Campus Snapshot (to be completed in 2010-2011and 2012-2013)														
3	Data obtained during teacher observations (PDAS) and walk through observations throughout the school year.														
4	Attendance rates, failure rates, completion rates, disciplinary data, mobility rate/ grade reporting statistics (every 6 weeks), grade placement committee data (over the summer for current 6 th grade data and 8 th grade repeaters), and campus dropout rate.														
5	Trend data focusing on the changes in the Rudder MS demographic data as it relates to teaching pedagogy in the classroom to meet individualized student needs.														
6	Individual department analysis by content area (at the campus and district level) using Northside's data warehouse (Curriculum Management System-CMS).														
7	Positive Behavior Support (PBS) survey data, Biennial Texas Survey of Substance Abuse, The Search Institute's Developmental Assets Survey and documented gang activity in the Rudder MS geographic area.														
8	The Learning Collaborative (TLC) - pre-teach/re-teach classroom with one certified teacher and one highly qualified instructional assistant, with special education teacher support hourly.														
9	Feedback from parent surveys and student-led conferences throughout the year. Also at the annual Title I parent and community meeting held in September of each school year.														
10	TAKS, TELPAS, LAT, grade level placement committee (GPC), discipline data, Newcomer length of time in the United States and the number of years in a formal education setting on incoming 6 th graders from feeder elementary Schools.														

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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.		
As a new campus principal who began her tenure in August 2009, the process to conduct the Comprehensive Needs Assessment (CNA) and transform the school began in September 2009 through a series of half-day professional development sessions on how to analyze data to understand student performance as it relates to student learning. At the campus level, a multi-disciplinary team, composed of campus administrators and core department coordinators, first disaggregated multiple data sources including the 2009 TAKS, TAKS A, TAKS M, AND LAT data and the primary elementary feeder campuses. The review compared 2009 data from the campus and feeder schools with the state and district means to identify gaps that differed by 5 points or more. This process was completed for all students by grade level and content areas and between sub-populations within each tested content area. Gap data was presented to the entire campus for review and marked the start of campus reform. Teachers were given specific student data subsets including Benchmarks, TAKS, TELPAS, and LAT to determine the most critical student groups that required immediate intervention. Each Grade Level Team was divided into small groups by content area to analyze their respective content deficiencies based on multi-year data sets from Benchmark and TAKS data. This process is replicated on smaller scales throughout the school year. Counselors, non-core teaching staff and the junior administrators also reviewed discipline data and Positive Behavior Support (PBS) surveys (100% of teachers are invited to participate in the survey) to identify disciplinary patterns and In School Suspension (ISS) that could contribute to low student achievement. They then developed strategies to help teaching pedagogy to reduce office referrals. Campus and Area Special Education Coordinators also reviewed IEPs to determine alignment with academic goals and implementation process. Early data (Benchmark returns in October and the data analysis review) initiated the creation of after-school tutorials, Saturday School, and The Learning Collaborative (a re-teach/pre-teach center for struggling students). Saturday School students were selected based on ongoing Benchmark data, grades, attendance and teacher recommendations. Over time, the after-school tutorial and Saturday School incorporated a parent involvement process where parents were trained on how to access student grades through the district's Parent Portal (via the Internet). Students made gains during the intervention programs. However, increased program duration would have a greater long-term impact on student performance. Number of students served was also limited due to lack of resources. Many of the current faculty is also in need of additional comprehensive instructional reforms and job-embedded professional development to keep pace with the campus' changing campus demographics. The district's Safe and Drug Free Schools Coordinator also reviewed the Biennial Texas Survey of Substance Abuse results, results from the School Safety Audit, and the PEIMS 425 record to determine student needs. The Safety audit illustrated that over 64% of the community believed there was little or no concern regarding the school climate and safety. The Safety Audit also revealed that only 10% of the survey respondents feel students at the school "really want to learn". This experience and data resulted in planning for co-teach training and implementation for the 2010-2011 school year to improve academic achievement among special education students and to help general education teachers understand how to more effectively teach and manage special education students. Math, science and reading are content areas which demonstrate the greatest gaps in student achievement, demanding school reform. To communicate the need and potential for the grant to help with gap reduction, the principal met with the science, reading and math teachers to solicit further input towards reform. The transformational model of the grant was presented by the principal as all staff were afforded an opportunity to actively participate in the model as it meets the grant requirements and is supported the Rudder MS School Improvement Plan (SIP) and CNA. All staff have been informed on the grant and directly or indirectly contributed to the preparation of the application, by engaging in meaningful dialogue. They have been instrumental in determining Rudder MS's needs and how best to transform and re-establish the campus as a community focal point and destination school. The principal encourages and provides meaningful opportunities for the active participation of students, parents, teachers, and other stakeholders through a collaborative process and the district's plan for school based decision making. These groups contributed to completing Rudder's CNA of the TTIPS grant. Additionally, the School Advisory Team (SAT) collaborates with the principal in reviewing campus and feeder school data to develop School Improvement Plans (SIP), goals, performance objectives and major classroom instructional programs, collaborates with the principal in the decision making process in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The SAT formally convened, along with the Parent-Teacher Association (PTA) on May 10, 2010 to discuss the CNA, SIP, review the grant application, select a model and make recommendations regarding strategies that address the Critical Success Factors and transform the school by improving school climate, student performance, and parental involvement. Rudder MS and central office staff collaborated, via the TTIPS Decision-Making Team (TDMT), to determine which data would be reviewed and analyzed in the ongoing CNA. Additionally, central office staff has been involved and empowered with decision-making opportunities regarding the determination of needs and selection of the Rudder Transformation model.		

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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	The School Advisory Team (SAT) is included in the development and approval of the CNA it includes: The Principal, five parents (SAT members), ten teachers, the school counselor, one community member , and one business representative .		
2	Central office instructional staff (Deputy Superintendent for Curriculum and Instruction, Director of School Improvement Initiatives, Director of Staff Development)		
3	District Administration (including the Superintendent)		
4	Rudder MS Leadership Team: Principal, all department coordinators, counselor, GT teacher, librarian, athletics coordinator, academic dean, vice principal, and assistant principal		
5	All Rudder MS teachers, instructional assistants, librarian, secretarial staff, counselors, custodians, and one food service manager (over 90% of campus staff)		
6	TTIPS Decision Making Team (TDMT) - Comprised of representatives from the NISD School Board (via presentations to the School Board's Academic's Committee), the Deputy Superintendent for Administration, the Assistant Superintendents for Elementary and Secondary Administration, the Executive Directors of Elementary and Secondary Administration and Instruction, the Director of School Improvement Initiatives, Rudder MS administrators, teachers, parent groups (School Advisory Team and PTA Leadership Council), administrative officials, Grants & Recognitions Department staff, the Coordinator of the Safe and Drug Free Schools program, human resources staff, testing and evaluation staff and the Director of the Organizational and Staff Development Office.		
7	Students (via the National Junior Honor Society, Student Council and informal discussions with the Principal)		
8	State and Federal Programs Director and staff (as related and coordinated with Title I and State Compensatory Education)		
9			
10			

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Part 2: Project Management		
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).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
The strength of the Northside Independent School District (NISD) TTIPS Decision-Making Team (TDMT) lies in the combined instructional expertise of the team members. NISD, as a district, has a history of over 20 years of prudent fiscal management, professional services, and program implementation strategies while implementing effective federal, state, and local initiatives totaling over \$50 million dollars. The NISD's mission is to encourage each student to strive for personal excellence and to ensure all students learn to function, contribute, and compete as responsible individuals in an ever-changing world. The program at (school) supports the NISD mission and will have the support of central office staff that will include (1) providing a vision for campus and staff whose role is to provide support (2) support in the implementation of purposeful instructional arrangements at school (3) making necessary budget and practice adjustments to address campus needs (4) providing a priority in recruiting, selecting, hiring, supporting, and retaining principals, administrative staff, and staff, and teachers at school. The principal that will be responsible for the part of the implementation and on-going monitoring of the grant has a PhD in leadership studies and has managed multiple grants in her past including the Investment Capital (initial plus 4 renewal years concluding at Cycle 15), Drop Out Recovery Grant I, II, & III as an educational consultant, and various National Science Foundations grants with the Math & Science Collaborative at Our Lady of the Lake University. Research supports that effective professional development must be results-driven, standards-based, and job-embedded. Using the National Staff Development Council's (NSDC) Standards for Staff Development (Revised 2001), the NISD TTIPS Decision-Making Team focused on relevant standards. The key standards within each of the NSDC's Standards follow: Context Standards (Learning Communities Standard), Process Standards (Data-Driven, Evaluation, Research-Based, Design, and Collaboration Standards), and Content Standards (Quality Teaching Standard). Staff development that improves the learning of all learners incorporates these standards. The most powerful forms of staff development occur in ongoing teams that meet on a regular basis for the purposes of learning, joint lesson planning, and problem solving. NISD has used Professional Learning Communities (PLC) to encourage collective responsibility for learning of all students represented by the team members. NISD plans to incorporate (PLC) throughout this grant in order to ensure that the project participants have on-going reflective conversation that advance their practice. This will be the TTIP Learning Community. This will tie the grant learning to the on-going professional development for all NISD teachers. In the proposed design, the NISD Professional Learning Communities will include TTIP participating teachers and their teaching counterparts to incorporate the professional development topics across all NISD teachers at varying levels of training. The NISD Grants and Recognitions Department has a history of prudent fiscal management, professional services, and program implementation strategies while effectively managing federal, state, foundation and local initiatives. Partnerships and agreements are in place district-wide which allows a seamless integration of supplemental services to students and campuses. The district business office is fully involved in the grant administration process, maintaining fiduciary and financial responsibility for all grant activities, processing and maintaining grant accounting data, requesting funds through the automated payment request systems, preparing and submitting expenditure reports in coordination with key grant personnel, and reporting accounting transactions properly. Reporting lines are established for effective grant monitoring. The District is average in local tax commitment, above average in percent of budget devoted to instruction, below average in wealth-per-student, and among the lowest in administrative cost-per student. The District has one the lowest tax rates in the City. Northside is the last district in San Antonio to access the additional 4 cents in the tax rate allowed by state law. For the seventh consecutive year, the District earned a "Superior Achievement" rating from the Texas Education Agency. This is the highest possible rating under the Schools FIRST accountability system.		

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Part 2: Project Management Cont.		
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).		
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.		
A broad consortium of Northside ISD central office staff, campus staff, and other interested stakeholders have been consulted in the development and selection of the Rudder MS Transformation Model. TTIPS DECISION-MAKING TEAM - During the grant planning phase, a TTIPS Decision-Making Team (TDMT) was formed. This committee of vital stakeholders is involved in the analysis of Rudder MS as a participant in the TTIPS grant. It was charged with making recommendations regarding selection of the Transformation model. Prior to serving, the TDMT was trained on grant guidelines, models and purpose. It also collaborated with the principal and campus team to analyze and discuss the Comprehensive Needs Assessment (CNA) as related to selecting a model and plan for implementation. The TDMT is comprised of representatives from the school board (via presentations to the School Board's Academic's Committee), the Deputy Superintendent for Administration, the Assistant Superintendents for Elementary and Secondary Administration, the Executive Directors of Elementary and Secondary Administration and Instruction, the Director of School Improvement Initiatives, Rudder MS administrators, teachers, parent groups (School Advisory Team and PTA Leadership Council), administrative officials, Grants & Recognitions Department staff, the Coordinator of the Safe and Drug Free Schools program, human resources staff, testing and evaluation staff and the Director of the Organizational and Staff Development Office. Community members with an interest in the welfare of the school are also invited to participate via the Rudder MS SAT. Northside ISD's Superintendent also reviewed plans and consulted with the District Shepherd and principal throughout the planning process. The Grants Project Manager, Academic Coaches/Site Coordinators and Science and Mathematics consultants from the Center for Science and Mathematics Education at Our Lady of the Lake University will also be added to the team upon grant award. SCHOOL ADVISORY TEAM- This team consist of teachers, parents, community leaders, parent-teacher representatives, and the Rudder Administrative Team that meets four times a year to review the Campus School Improvement Plan and Policy, Procedural changes necessary to respond to interventions (RTI) on the campus. This body of stakeholders is concerned with many of the critical success factors such as improving academic performance, teacher quality, school climate, leadership effectiveness, parent-community involvement and student learning time based upon all available data. PARENT TEACHER ASSOCIATION -This is an association of parents and teachers that work together for the success of all students. This association provides scholarship for exiting 8th graders to support college, parent nights to increase parental involvement, and advise the school on operational functions from a parental perspective. DISTRICT LEVEL PLANNING - The Northside Education Improvement Council (NEIC) is the district's decision-making committee. It is comprised of elementary and secondary teachers, campus staff, parents, student services representatives, community members, district administration and instructional staff. The TTIPS Decision-Making Team will report progress to the NEIC throughout the planning and implementation phases for feedback and approval. INVOLVEMENT OF TEACHERS AND STAFF - Under the direction of the new campus principal, teachers and staff are required to meet weekly and record meeting minutes. Minutes are kept by the grade-level or elective team leaders for review and help facilitate staff collaborative planning and effective communication among teachers and administrators. Weekly meetings are for staff to disaggregate data, facilitate on-going communication among staff, and to allow teachers to demonstrate pedagogy and content knowledge STUDENTS - (National Junior Honor Society, Student Council and Informal Meetings with the Principal) Student are the products of all school systems, so the programs should reflect in part their perceived needs from a student perspective as partakers of knowledge. COLLEGES AND UNIVERSITIES – Our Lady of the Lake University reviewed science data and will also coordinate with Rudder MS deconstruct the curriculum, and provide struggling teachers an opportunity to participate in their Teacher Quality Education grant by completing coursework and participating in content specific professional development, at no cost to the teacher. PUBLIC VIEWING - Upon submittal of the complete proposal, the application will be posted on the district's website (www.nisd.net) under the Required Postings heading. Hard copies will also be available at participating campus libraries and at the central office.		

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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.		
Northside ISD is committed to successful implementation of TTIPS goals, objectives, and activities to dramatically transform Rudder MS and will embrace modifications to traditional practice to further reform. To accomplish transformation, the district will employ a collaborative model for program management that will include central office, the School Advisory Team (SAT), the Division of School Improvement Initiatives (the Division), TTIPS Decision Making Team (TDMT) and the School Improvement Resource Center (SIRC). This elaborated approach differs from the district's traditional method of grant and program management, as the NISD typically employs site based decision making, which allows flexibility in implementing daily operations. However, Rudder MS as a TTIPS campus will be held accountable to central office and the SIRC for the full implementation of campus transformation by increased oversight, reporting responsibilities and more stringent accountability measures than traditional grant-funded programs. The District Shepherd, the TTIPS Grant Project Manager (GPM), the TDMT and the Academic Coaches/Site Coordinators will also provide Rudder MS with greater operational flexibility than non-TTIPS campuses. Precedence will be given to Rudder MS in HR practices of recruiting selecting, hiring, supporting, and retaining staff. Dedicated personnel empowered with decision-making capabilities will make the difference in reform efforts. Currently, neither the campus nor the district has the capacity to effectively manage reform in every classroom every day. The Academic Coaches/Site Coordinators, supervised by TTIPS GPM, will perform this function by serving as a curriculum manager who will collaborate with Rudder's Academic Dean, Grade Level Leaders and Department Coordinators. They will also increase capacity within and between departments by developing Teacher Leaders. The District Shepherd and the TTIPS GPM will be primarily responsible for oversight of the transformation process, ensuring responsiveness of central office to the transformation efforts, providing a direct line of communication to the superintendent and other critical district leadership, assisting in eliminating any district barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus. Additionally, these staff will collaborate with the School Improvement Resource Center (SIRC) Technical Assistance Provider (TAP) regarding implementation and evaluation of the model created by TEA/SIRC and adopted by Rudder MS. Together, they will review program activities and performance measures to track progress. Internal communication, coordination and reporting will be conducted via e-mail, telephone and in staff meetings and occur more regularly than non-TTIPS campuses. The principal will have immediate access to the TDMT. The TDMT will provide updates on the implementation of the plan progress to the Northside Education Improvement Council (NEIC) semi-annually. The TTIPS GPM will ensure feedback and continuous improvement in the operation of the proposed project through continuous monitoring. Monitoring is designed to allow participants to interact and provide feedback to determine if results are being achieved based on established performance indicators. The success Rudder's transformation will be the result of broad-based project management and participation. During the project period, the TTIPS GPM, in collaboration with the District Shepherd, the Division, the Academic Coaches/Site Coordinators, District Instructional Specialists, campus administration, and other district departments and personnel, will continuously review the stipulated goals and objectives quarterly. In addition, the TTIPS GPM will review timelines and status of activity implementation according to the grant application and relevant state guidelines. According to Eric Jensen, a leading authority on the science and application of brain-based learning techniques, "Brain-based teaching is all about smarter, more purposeful teaching that can reach a greater number of students. It's not any one single thing you do. It's more about the on-going, purposeful aggregate of environment, instruction and curriculum strategies that makes it all work". 2010 (www.jensonteaching.com). Jensen's quote speaks to the heart of the district's commitment to transforming a campus with substandard scores into a productive learning environment. To that end, Rudder, will focus on utilizing the most effective programs to engage students in purposeful learning that will translate into students being successful now and in the future. The TDMT Division of School Improvement Initiatives and the Grants & Recognitions Department will have the primary responsibility for overseeing and managing the grant. At the campus level, the Academic Dean will meet with grade level content areas three times a week. In the first meeting, they will select materials, dialog about what they will teach in the upcoming two weeks and establish instructional goals. During the second meeting they will discuss how to teach the content to meet students' diverse needs. In the final meeting, teachers will share knowledge and discuss their strengths on how to deliver content with an emphasis on making accommodations and modifications for LEP and Special Education students. They will deconstruct lessons using simplified language, identifying essential content components and integrating modified instruction to meet student needs. Critical to this process is ensuring at least one teacher, per content, per grade level, is a content expert. Content experts are teachers who have taught multiple grade levels and are Kinder -12 certified. This experience range broadens their perspective, as they know what students learned in early grade levels and what is expected in future grades. Although Rudder MS is not currently designated as a campus under the Needs of Improvement section under Title 1, Section 1116, School Improvement, if the declining trend continues, it will likely become sanctioned due to low student achievement. In the absence of aggressive reform, Rudder MS could fail to meet Adequate Yearly Progress in the 2010-2011 school year. To meet these challenges, Rudder MS will pilot several researched-based programs that allow teachers to become Trainers-of-Trainers to enhance Teacher Leaders and improve academic performance.		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
School improvement and intervention provide Rudder Middle School (MS) the opportunity to expand learning time and create a community oriented school environment to foster mechanisms for community and student engagement. Rudder is a Title I stimulus campus (funded through American Recovery and Reinvestment Act, ARRA). This one-time disbursement has been used to expand and improve technology and create after-school tutorials to support student learning. The addition of the TTIPS program will allow for the continuation and expansion of the supplemental support which will cease when Title I ARRA funds expire in June 2011. Students engaged in extended learning opportunities showed improvement in their 2009-2010 TAKS scores, however, many still fell short of meeting the criteria score for passing the TAKS. TTIPS grant will allow for the continuation and addition of Saturday School, improved instructional delivery methods and additional staff to reduce the size of tutoring groups to provide more targeted and student specific instruction. As a campus undergoing socio-economic transition from an upper to middle income to a middle to lower income campus, Rudder does not receive any ongoing Title I funding.		
Rudder MS will coordinate funding to ensure resources are maximized and sustained through job-embedded professional development and building internal capacity. The foundation for alignment with other resources is currently in place across the district inclusive of coordination with district grants officials, human resources officials, business office officials, community outreach programs, and individual campus administration. Partnerships and agreements are in place with programs district-wide and community-wide which allows a seamless integration of supplemental services to students at additional campuses. Some of these existing partnerships and agreements are with the following entities: Federal Program, No Child Left Behind (one time Title I ARRA funding), Title I – Compensatory Programs, NISD Food Service. The activities of this NISD initiative reflect cost-effectiveness and ensure the most effective use of public resources and avoid duplication of services, with the district business office being fully integrated in the grant administration process. The activities of the NISD initiative, through the district business office (which is fully integrated in the grant administration process), will: 1) reflect cost-effectiveness, 2) maintain fiduciary and financial responsibility for all grant activities, 3) process and maintain grant accounting data, 4) request funds through the automated payment request systems, 5) prepare and submit expenditure reports in collaboration with key grant personnel, and 6) report accounting transactions properly.		

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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.		
The TTIPS Grant Project Manager (GPM) will supervise all components of the NISD program on a full-time basis. The TTIPS GPM's primary duties include, but are not limited to, working closely with district staff, fostering collaboration with community partners, day-to-day oversight of the program, and program operation requirements. The TTIPS GPM will be assisted by a secretary/bookkeeper, who will assume the administrative duties including maintaining the database, program records, and overall program accounting and bookkeeping. The TTIPS GPM will ensure feedback and the continuous improvement of providing high quality opportunities for academic enrichment through continuous monitoring. Monitoring is designed to allow participants to interact and provide feedback to determine if results are being achieved based on established performance indicators and evaluated for effectiveness. Each campus will be staffed with one Academic Coaches/Site Coordinators/Site Coordinator who will be responsible for implementing all program components at the campus in accordance with the stated goals and objectives. The TTIPS GPM will train and supervise campus staff, communicate regularly with school day staff to integrate program planning, develop program materials, and lead selected program activities. The NISD Grants and Recognitions Department will work with the TTIPS GPM and campus administration to ensure grant requirements are being met, the project plan is adhered to, and the project remains in compliance throughout the grant funded period. The TTIPs Grants Project Manager, under the supervision of the Director of School Improvement Initiatives, is responsible for providing administrative coordination and implementation of projects and activities funded through the grant.		
EDUCATION AND CERTIFICATION REQUIREMENTS: - Bachelor's Degree in Education - Three years minimum teaching experience - Experience in administrative functions such as: budget, bookkeeping, purchase orders, payroll, grant reporting and travel preparation - Experience in developing and delivering presentations for various target audiences at campus or district levels - Proficiency in utilizing a variety of computer applications (Word, Publisher, Excel, Power Point, Access, Dreamweaver and other related software applications) - Possess proven leadership, collaboration and communication skills - External Candidates must have satisfactory outcome of Fingerprinting check. Non-Refundable fee (approximately \$50) paid by employee		
DUTIES AND RESPONSIBILITIES: Under the direction of the Director of School Improvement Initiatives: - Coordinates, manages and implements grant activities including, but not limited to, assessment, staff development, budget, purchase orders, payroll, travel and reporting. - Communicates and collaborates with district departments, administrators, teachers and other staff. - Serves as the grant liaison with outside agencies and vendors. - Gathers and responds to information regarding the grant's professional development, objectives and performance measures. - Develops and submits grant reports and data to appropriate individuals and agencies. - Promotes and creates awareness of the program with parents, teachers, administrators, and other district staff. - In-district and out of town travel will be required. - Performs other duties assigned within the scope of responsibility and requirements of the job. The hiring and continuation of this position is contingent upon the award and availability of the TTIPS grant.		

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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.		
NISD's role in supporting the transformation process is a crucial element for success. To that end, the transformation design process includes an expectation of, and opportunity for, Central Office participation throughout the entire endeavor. Dr. Linda Mora, the Deputy Superintendent of Curriculum and Instruction, will serve as the District Shepherd for the TTIPS program. The District Shepherd will lead the TTIPS Decision Making Team (TDMT) to ensure campuses have operational flexibility to effectively implement all components of the transformation process. Dr. Mora received a Bachelor's and Master's degree from Texas A&I University in Kingsville, now under the Texas A&M system and has a Ph.D. from the University of Texas at Austin. Dr. Mora is responsible for the district's complete educational curriculum and reports directly to the Superintendent. Dr. Mora also oversees the Northside Educational Improvement Council (NEIC) which serves as the district decision-making committee established to involve professional staff, parents, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. Additionally, Dr. Mora directs the following Departments: School Improvement, Grants & Recognitions, Organizational Staff Development, Elementary & Secondary C&I, and Student, Family and Community Services. In her 39 years in education, Dr. Mora has been a teacher, curriculum director, assistant principal, principal, and assistant superintendent for instruction at United ISD in Laredo. Prior to the current position, Dr. Mora served as Associate Commissioner of Accountability and Accreditation at the Texas Education Agency and Director of Statewide Initiatives at Region XIII Education Service Center in Austin. At the Central office level, a TTIPS Grant Project Manager (GPM) will be hired to offer additional support to the campus school improvement efforts while overseeing and supporting the Academic Coaches/Site Coordinators at the campus level. Additionally, the District Shepherd along with the Division of School Improvement Initiatives and the TDMT and the TTIPS GPM will monitor grant progress and the 90-day action plans by maintaining ongoing communication with the Academic Coaches/Site Coordinators and Principal, attending meetings related to campus progress (including campus leadership meetings), taking an active role in problem solving with the principal and teaching staff, providing support and feedback, attending required trainings with campus staff and by collaborating with the campus to remove barriers that could hinder the transformation process, to include: assisting in the replacement and recruitment of qualified staff, assisting in efforts to increase community and parental involvement, support the placement of social service resources at the campus, and cultivating partnerships to generate a positive school culture. As part of the Curriculum and Instruction Department, the Division of School Improvement (DSI) will be primarily responsible for supporting and overseeing Rudder's TTIPS program. DSI was established five years ago and works under the direction of the Director of School Improvement Initiatives. The DSI has a variety of responsibilities including maintaining the District Improvement Plan. The complementary School Improvement Plan (SIP) database is also developed and maintained in the DSI. It also shares processes for data examination, identifying areas of need, developing improvement efforts, and identifying monitoring mechanisms shared with campus administration and teacher leadership. Tools for monitoring initiatives and student performance are also part of the DSI responsibilities. It manages district level benchmarking and student data programs for storage and use of the resulting data and state assessment data. The student data system in Northside is known as Curriculum Management System (CMS) and also houses the district's curriculum. DSI's organizational structure promotes an effective connection between the initial needs assessment, planning, implementation, and conclusion and evaluation of improvement activities. While managing tools and sharing processes for school improvement are part of the DSI's responsibilities, staff directly supports campus-designed activities and broader district initiatives. Work is typically done with campus principals and instructional administrators, both individually and in vertical feeder teams. Of the six schools applying for this grant, five have been meeting in vertical teams to design vertical improvement efforts for two to four years. As a result, an initiative for improving special education student performance begun by these groups has become a district initiative. Additionally, special education staff to support the initiative has been added to the DSI. Other principals groups have formed to address areas of common need. Still, other principals are identified and worked with individually over time. While special education performance is targeted for improvement, LEP performance is also a concern. To this end, a secondary bilingual position was added to the DSI to improve instruction for these students in the context of the content classrooms and to manage the LEP SSI grant. A grant facilitator to manage the activities funded through Department of Defense Education Activity (DoDEA) for schools with high numbers of military students is also part of the DSI.		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
Rudder Middle School (MS) opted to participate in the TTIPS grant to receive assistance with transforming the campus to 1. Transform the traditional teaching mindset of current staff towards a differentiated instruction approach to support student learning 2. Increase student achievement to meet standards and promote college readiness 3. Build capacity within faculty to create Teacher Leaders which will result in improved teacher effectiveness 4. The increase in overall standards will help retain teachers committed to supporting transformation efforts and the change in student demographics. Staff who fail to meet these new standards will be provided ample opportunity for improvement through intense professional development. 5. Aggressively solicit parent involvement to support student learning and transformation. 6. Reduce the dropout rate by preparing students for more rigorous coursework in high school. Establishment of long-term goals and capacity building will improve Rudder staff's ability to continue transformation efforts when funds expire. Once staff is immersed in job-embedded professional development, the practices that result from the training will become part of the cultural campus norms. Job-embedded professional development will facilitate teachers' deeper understanding of the community served by the school and the differentiated instruction aligned with the comprehensive needs analysis. Furthermore, these strategies will lead to increased opportunities for promotion, career growth and flexible work conditions that will help recruit, place and retain staff with skills necessary to meet the needs of students in the 21st century.		
Upon completion of award funding, NISD will continue to implement and enrich existing programs and professional development activities geared toward campus improvement. NISD is committed to continuing the activities of this grant program beyond the initial funding period. Collaboration between NISD Secondary and Elementary Instructional Support, campus administration and the Grants and Recognitions Department will result in identifying and pursuing additional funding to support the sustainability of this initiative. Further, professional development received by staff will impact classroom instruction beyond the grant period, it will provide teachers with necessary skills for the rigorous academic standards so students can succeed on the new End of Course (EOC) and the State of Texas Assessment of Academic Readiness (STAAR) assessments. The district plans to sustain the system created to evaluate student and teacher performance if financially feasible. The system will increase district capacity to collect, manage and evaluate student performance data as related to individual teachers. Teachers who do not meet performance criteria will continue to receive professional development and guidance to improve their students' academic achievement. Professional development activities will continue with local and external funds. Program continuation will be a programming focus throughout the grant term. The NISD program will focus their efforts on establishing strong partnerships with community partners. These partners will continue to provide for the program and expand their services to help sustain the program.		

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Schedule #4B--Program Description

Part 2: Project Management Cont.

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

Northside Independent School District (NISD) will follow all appropriate federal, state and local guidelines while collaborating with all Texas Education Agency (TEA) providers required for districts that adopt the TEA's Transformation model through the School Improvement Resource Center (SIRC).

NISD participates in a competitive bidding process. The purpose and intent of competitive bidding is to help public schools secure the best goods and services at the lowest practical prices by stimulating competition. If the District advertises purchasing needs relating to large expenditures, purchasing in large quantities typically results in lower costs either per unit item or in the aggregate through economies of scale. Under Texas Education Code 44.031 (b), in determining to whom to award a contract, the district shall consider:

1. The purchase price.
2. The reputation of the vendor and of the vendor's goods or services.
3. The quality of the vendor's goods or services.
4. The extent to which the goods or services meet the district's needs.
5. The vendor's past relationship with the district.
6. The impact on the ability of the district to comply with laws and rules relating to historically underutilized businesses.
7. The total long-term cost to the district to acquire the vendor's goods or services.
8. Any other relevant factor specifically listed in the request for bids or proposals.

Competitive proposal procedures provide for full competition among proposals. This process allows for negotiation with the proposer or proposers to obtain the best products or services at the best value. During the evaluation process prior to award of a contract, the negotiation process allows modification and alteration of both the content and price of the proposals.

The process in selecting vendors and ensuring vendor quality is as follows:

1. Evaluate Purchasing Needs & Confirm Availability of Approved Budgeted Funds.
2. Prepare Bid/Proposal Specifications
3. Review Bid/Proposal Specifications
4. Advertise
5. Pre-Bid/Proposal Conference
6. Open Bid/Proposal
7. Evaluate
8. Bid/Proposal
9. Prepare Written Recommendation
10. Obtain Board of Trustees Approval
11. Award Bid/Proposal
12. Monitor Performance

New vendors can start doing business with the District through the competitive procurement process which begins with the vendor application or through a school/department submitting a requisition to a new vendor. Purchases from new vendors for goods or services that have already gone through the bid process will not be approved, unless those goods or services are not available through any of the approved vendors. In addition, purchases to new vendors in excess of \$5,000 will not be approved unless a) at least 3 quotes are obtained from other vendors or b) a sole source affidavit is submitted and approved by the Director of Purchasing (if the vendor is a sole source provider and the purchase price exceeds \$50,000, Board of Trustees approval is required before a purchase order can be issued to the vendor). A W-9 is required for all new vendors.

Individuals providing contracted services to the District must have a Criminal History Authorization Form on file with the Human Resources Department before the services can be provided. All purchase orders and SAF check requests that are for services will be forwarded to the Human Resources Department for criminal history clearance. A vendor who has or will have (or subcontracts with an individual(s) who has or will have) direct contact with students are required to provide criminal background checks for all such individuals. Vendors are required to provide certification that a criminal background check has been performed for those employees, and are responsible for the cost of the criminal background check.

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
The National Center for Educational Achievement (NCEA) is a non-profit, non-partisan ACT organization whose mission is to help K-12 students reach College and Career Readiness (CCR). For more than a decade, NCEA has led the way in using K-12 longitudinal data to raise student achievement and to promote successful educator practices. NCEA current activities include everything from conducting research on the importance of higher learning standards for K-12 policymakers to producing research-based professional development solutions for K-12 educators. NCEA's Just for the Kids (JFTK) initiative began more than ten years ago and continues to provide the public with important information about school success. Today, JFTK web-based resources have grown to include, College and Career Readiness (CCR) School Performance Reports, interactive lists of Higher Performing Schools, Higher Performing School profile reports, and Self Reflections spotlighting successful practices shared by educators from Higher Performing Schools. Rudder will use the data from NCEA to identify schools with similar demographics but higher student achievement to visit during the course of the grant. The purpose of the site-visits will be to identify other innovative and transformational practices to improve teacher quality, student academic performance, increase teachers as leaders to reform Rudder's teacher capacity. The TTIPS Decision Making Team (TDMT) will be part of the site visit team to ensure grant objectives are closely held as well as to ensure they meet the state and federal standards prescribed by law. Furthermore, site teams will be equipped to identify practices that the data (TAKS, TELPAS, LAT, and Benchmark tests) determine as the highest needs based on overall student performance and the related sub-population performance gaps to ensure all students are meeting or exceeding the TAKS performance.		
Teachers will be required to attend job-embedded professional development based on data to improve instruction to higher levels of learning for all students. Site based visits will serve as a model of excellence to raise the standard of teaching to focus on student achievement gaps focused on meeting college readiness standards rather than just meeting the minimum standards. Teachers will focus lesson planning targeted instruction with seamless integration of classroom management keep students in class and learning. Teacher job satisfaction and retention will grow based on studies show there is a direct link between teacher professional development, teacher quality and retention rates all positively correlated (Goldschmidt, 2010).		

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
N/A all of Northside ISD eligible schools are in Tier III.		

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Part 3: Intervention Model		
Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
☐ Turnaround ☐ Closure ☐ Restart ☒ Transformation ☐ Tier III Modified Transformation		
☒ TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center ☐ Supplemental Education Services (SES) incorporated into the intervention model <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> ☐ 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).

Model Selection When the district learned of the opportunity for selected campuses to apply for the TTIPS grant, the Superintendent, along with key cabinet members including the Deputy Superintendent for Curriculum and Instruction, The Deputy Superintendent for Administration, the Assistant Superintendents for Elementary and Secondary Administration, the Executive Directors for Elementary and Secondary Administration and Instruction, the Director of School Improvement Initiatives, the Director of State and Federal Programs, the Director of Organizational and Staff Development along with the district's Grants and Recognitions Department met to assess the district's capacity to respond to the grant. They further dialoged about what reform would mean at each of the campuses and the benefit to Northside students. This group would later form the foundation of the TTIPS Decision Making Team (TDMT). Next, the TDMT invited qualifying campus principals and their key staff to a meeting where they provided an overview of the TTIPS grant. Principals were asked to present the TTIPS to their faculty and staff, School Advisory Team (SAT), Parent Teacher Association (PTA), students, and other stakeholders to: 1) determine whether the campus would participate; 2) identify the campus needs, as part of the Comprehensive Needs Assessment (CNA); 3) select a campus reform model; 4) identify reform activities to meet the CNA; 5) open the conversation to identify, recruit and grow future teacher leaders that will support the reform model. Once this process concluded, the principal created an overview detailing the CNA and the multi-faceted interventions designed to assist Rudder in integrating the School Improvement Resource Center (SIRC) Transformation Model to complement and more aggressively enhance current reform efforts. Only after this plan was presented to and vetted by the TDMT was the principal authorized to proceed with the grant application. In subsequent grant years, the **TTIPS Decision Making Team (TDMT)**, comprised of representatives from the **NISD School Board** (via presentations to the School Board's Academic's Committee), the District Shepherd, the TTIPS GPM, Rudder's Academic Coaches/Site Coordinators, the Deputy Superintendent for Administration, the Assistant Superintendents for Elementary and Secondary Administration, the Executive Directors of Elementary and Secondary Administration and Instruction, the Director of School Improvement Initiatives, Rudder MS administrators, teachers, parent groups (School Advisory Team and PTA Leadership Council), administrative officials, Grants & Recognitions Department staff, the Coordinator of the Safe and Drug Free Schools program, human resources staff, testing and evaluation staff and the Director of the Organizational and Staff Development Office will be responsible for ensuring the transformation model is implemented accordingly. They will also authorize the ongoing CNA and direct Rudder throughout the transformation.

Transformation Model 1. Develop and Increase Teacher and School Leader Effectiveness (A) As the campus population was trending over three-five years towards Title I status, student achievement began to decline. It became apparent that staff required additional support to meet the needs of the changing demographics and the decline in student achievement. The district initiated campus transformation in August 2009, when the current principal was appointed by the Northside ISD School Board. Dr. Mary Jewell, the current principal, has over thirteen years of experience working in Title I schools as a teacher, department coordinator, Academic Dean and Principal. She is also currently working on her superintendent certification to be completed December 2010 and is an adjunct professor in the education department at Our Lady of the Lake University. Dr. Jewell will also participate in ongoing leadership coaching and training as determined by the SIRC Technical Assistance Provider (TAP) and the TDMT.(CSF 3)

(B)(1)(2) (Principal) Northside currently utilizes a comprehensive evaluation system for campus principals. The District-developed instrument entitled "Campus Academic Record" (CAR) measures student achievement on TAKS against four other measures: State performance, campus performance from the prior year, the regression line for economically disadvantaged student performance, and the State standards for Recognized rating. Comparison of Rudder's performance to these dynamic measures instills the expectation of growth. The resulting numeric score accounts for one-third of the principal's overall evaluation rating. The additional two-thirds of the evaluation is based on job performance in a variety of other areas – decision making, personnel, school management, student support, technology, school-community support, school-organizational climate, professional growth, and resilience and personal behavior. Activities related to the growth and evaluation of Rudder's principal begin with the development of a professional development plan based on the summative conference results from the previous cycle. Formative conferences will follow. Self-assessment, data gathering, professional development, and collaboration. The purpose of the Administrative/Supervisory Development Program, of which the evaluation is an integral part, is to keep the lines of communication open, to create better understanding, to develop professional attitudes and to improve the quality of administration and supervision, leading to improved instruction and student achievement. To continue measuring growth, the Comparable Improvement Report will be added as another instrument to measure effectiveness, with the expectation that the campus be in the first or second quartile in the group. To enhance leadership effectiveness, equip the Principal with necessary skills and knowledge to improve instruction, and add even greater dimension to the current system, the TDMT will involve her in the School Leadership Network(SLN). The SLN is a professional community of practitioners and creates a forum for participants to

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

Part 3: Intervention Model

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

share and reflect on key issues and challenges in their respective schools. The sharing of knowledge and experience empowers members to translate problems into effective action. As part of this experience, school leaders create a shared vision, set goals, take a school-based assessment to analyze both quantitative and qualitative data for their campus, identify areas of growth and strength, and engage in an eight-step inquiry process using Instructional Rounds in Education to focus on his or her individual school's problem of practice. Through this community of practice, SLN reports that 86% of SLN principals increased their school's achievement scores; 94% cite instances where SLN influenced their work with teachers; 92% report that SLN provided opportunities to learn how to build a shared vision for their school; 83% detail how participation in SLN led them to implement a specific initiative focused on improving teaching and learning in their school setting. Over 97% of SLN participants describe the program as "the most" or "among the most useful and meaningful" professional development experience they have had in their career. (CSFs 1, 3 & 6)

(B)(1)(2) Teachers Grade level meeting minutes will be maintained in a Grade Level Notebook and shared at grade level meetings with the principal weekly to review interventions, provide resources support, and affirm quality teaching practices and team effort. Availability of these minutes promotes transparency and serves as an ongoing needs assessment regarding teacher and student performance. Campus Administration will also conduct daily walk through observations to monitor implementation of grade level planning and adherence to instructional practices. Teachers and administrators will debrief weekly on each walk through observation and a copy of the walk through visit will be maintained in the teacher's record. Teachers will be given targeted professional development or coaching in areas of need. (CSFs 1, 2, 3 & 7)

Academic Coaches/Site Coordinators (AC/SC) Rudder will recruit TTIPS Math/science Academic Coaches/Site Coordinators to facilitate professional development and serve as a central office liaison. Rudder will provide instructional leadership and support to teachers via walkthrough observations, ensuring that professional development is ongoing and job-embedded. They will mentor teachers as needed, model instructional techniques and collaborate with campus leadership to develop a long-range and cohesive professional development plan and will collect data to measure success of program initiatives. This position will also facilitate communication with central office and the TTIPS DMT to ensure on-going need assessments are completed. Historically Rudder has been aware of performance data but has been unable to translate the data into practice. The grant and AC/SC will allow for teachers to develop individual and shared tool kits of effective teaching practices based on the analysis of data from grade level placement folders, PGP's, AIP's, TAKS, LAT TELPAS, Benchmarks, and other relevant assessment sources available via the district's curriculum management system and data warehouse. In response to these multiple data sets, teachers will be provided job-embedded professional development to include differentiated learning practices and understanding the needs of economically disadvantaged students (Ruby Payne training). In addition, Professional Learning Communities will be established in response to student performance and teacher needs. (CSFs 1 & 7)

(C.) Rudder will develop a teacher incentive plan to identify and reward teachers and administrators who are most effective at improving student achievement with the following goals: to improve student achievement, retain teachers, and improve teacher quality through targeted professional development. The plan was created in collaboration with the TDMT comprised of administrative officials, the campus principal, the Northside Education Improvement Council (NEIC), and staff from the following departments: Grants and Recognitions, Testing and Evaluation and Human Resources. The TDMT used this plan as a foundation to create a customized incentive plan that addressed the comprehensive needs assessment (CNA) and campus culture. Award amounts will range from \$1,200 to \$3,600 with classroom teachers in TAKS tested grade levels and content areas, being eligible for the largest award amounts. Awards will be team based to encourage collaboration amongst teachers, and given based on grade level or content area teams. Performance measures for earning awards will be based on the most recent campus TAKS results, and will be re-examined annually. In creating performance measures for Rudder MS, the TDMT reviewed TAKS data identified in the CNA from the past two school years to identify trends and areas of weaknesses. A decision was made to establish a separate target pass rate for each TAKS tested content area based on the range of the TAKS data from the most recent school year. The target pass rate was determined by first calculating the mean pass rate for each test, excluding any high or low outliers, and then calculating the standard deviation. The target pass rate was then set one standard deviation below the mean. (CSFs 1, 2 & 6)

(D) Content areas leadership duties will be disaggregated by content area and grade level with team roles and responsibilities that will be rotated every twelve weeks to develop capacity. Department coordinators will be reevaluated annually. Grade level teams will consist of a content expert, resource manager and data analyzer. These teams will receive job-embedded professional development to support their specific content area needs based on student performance using both formative and summative measures. Content experts will be responsible for analyzing the content taught by identifying prerequisite skills, current skills, and future application skill data to the meetings so all teachers know the past, present and future of the content they teach. Content experts will also serve as the grade level leader to communicate to the department coordinator and Academic Coaches/Site Coordinators concerns and areas of need. The resource manager will work with the content expert to find research based instructional materials and strategies to meet the needs of varied learners as well as materials to help accommodate and modify resources chosen. The data analyzer will monitor student achievement by facilitating meetings that work on common assessments and grading practices of individual student work to standardize

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

and raise student achievement levels. Grading practices will be modified to align with **Differentiated Instruction** and content mastery. Teachers will increase parent communication through the use of a planner system supported by the campus. The data analyzer will also be responsible for posting lesson plans on the Curriculum Management System and keeping the scope and sequence aligned with the district calendar. Teachers will rotate their jobs every twelve weeks to develop capacity and depth within each grade level and content area. Staff will attend high-quality, job-embedded professional development that is subject specific and aligned with the CNA to expand their capacity to implement campus reform based on subject specific pedagogy and a deeper understanding of the community served. **Increase Teacher Quality** Professional development will include: **University Partnerships** – Math and science teachers will have access to the Center for Science and Mathematics Education (CSME) at Our Lady of the Lake University (OLLU). The CSME provides job-embedded professional development to retain highly qualified math & science teachers. Ninety-six percent of teachers participating in CSME's staff development have remained in science & math teaching after six years. Nationally & locally, 50% of teachers leave within their first five years. CSME goals include teacher expertise and competency to effectively teach science and math through tuition free graduate coursework leading to Master's degrees and ultimately increasing the number of high quality teachers who enter and remain in the profession. 2. CSME develops teacher leadership and mentoring skills training future teacher leaders guiding implementation of effective curriculum and instruction 3. CSME offers job-embedded professional development. (CSFs 1, 2, 3, 4 & 7)

Site Visits to High Performing Schools - Will identify other innovative and transformational practices to improve teacher quality, student academic performance, increase teachers as leaders to reform Rudder's teacher capacity. (CSF 3 & 7)

Kagan Cooperative Learning – Two-three teachers will become Kagan trainers to increase school capacity and develop Teacher Leaders. As a Trainer of Trainers, they will train staff in cooperative learning strategies to improve student and teachers dynamics while encouraging positive peer support and student-to-student interactions. (CSFs 1, 3 & 7)

Ruby Payne Framework for Understanding Poverty - Teachers will participate in this staff development to better serve the Rudder community and address the changing demographic and narrow the achievement gap for economically disadvantaged students. (CSF 6)

Co-Teach Model Region 20 – Dr. Friend (2006), the co-developer of "The Power of Two" and author of a related book, found co-teaching has increased options for student success, less instructional fragmentation, reduced stigmas for special ed students, increased teacher support, increases special education students' access to general ed curriculum and helps campuses meet adequate yearly progress. (CSFs 2, 4 & 7)

Common Assessment for Math, Science, Reading and Writing – Rudder will develop common local assessments to prepare for state-wide assessments and provide a common context for reporting and analyzing student performance. (CSF 1, 3 & 7)

Overage Team – Will provide targeted support with the goal of accelerating instruction to gain 1.5 - 2.0 years of growth over one academic school year. The eighth grade students will complete at least one high school credit course during the eighth grade year.

(E) Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions 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: Retaining staff with the skills necessary to meet students' needs will be a key focus throughout the grant term. Since staff retention is often an indicator of job satisfaction, climate and administrative support and will be monitored through the Organizational Health Instrument (OHI). This will complete the evaluation and planning for the improvement of the three greatest factors in improving student achievement, leadership effectiveness, teacher quality, and school climate. The OHI is a diagnostic tool that measures key organizational variables known to impact organizational productivity. Through a process of feedback, leaders demonstrate that they value people and that they are willing to learn in their working environment. More specifically, it will be used as a diagnostic tool for: establishing baseline data & monitoring internal workings of the campus; Identifying leadership & organizational strengths & improvement priorities; Examining the relationships between organizational health & other measurements of performance; & Determining if improvement strategies are achieving the desired results. Quarterly review meetings will be established to monitor status of the principal's professional development plan, review results of interim assessments, monitor use of instructional rounds and data gathered, discuss experiences with School Leaders Network and their impact on principal's practice, and review progress toward goals set as a result of the administration of the OHI questionnaire. Additionally, through partnership with the OLLU's CSME and at the recommendation of the campus principal teachers will also have the opportunity to participate in tuition free graduate coursework leading to a Master's degree. This will promote culture of life-long learning and build internal capacity by growing teacher leaders who will increase student achievement. This, along with greater accountability, monitoring and the incentive pay plan, and will help teachers focus their instructional time in meaningful and engaging ways that will promote life-long learning for students. Indirect benefits will also promote alignment of curriculum and the related formative and summative assessments. Furthermore, this will promote collegiality among staff as the incentives are cooperative, not competitive. Staff will benefit from the exchange of effective teaching practices focused on student learning. Grade level meeting will be recorded in a Grade Level Notebook and shared with the principal every three weeks to review interventions, provide resources support, and affirm quality teaching practices

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and team effort. Walk through will be completed by the administrative team on a daily basis to monitor the implementation of grade level planning and adherence to instructional practices. Teachers and administrators will debrief daily on each walk through observation and a record of the visit will be kept in the teacher's record. Evaluations will be periodically compared with the principal to reward and recognize positive teacher growth and compliance as well as identifying areas of need. Teachers will be given targeted professional development or coaching in areas of need. (CSFs 1, 2, 3, 4, 6, & 7)		
Other activities will include: <u>Peer Mediation Program through Bexar County Juvenile Justice System.</u> Implement "Amigos in Mediation" (AIM) <u>Mentoring with college partners as Tutors (HERO's program)</u> - Tutors are advocates for students' academic and social growth. <u>Staff Incentives for increase TAKS scores:</u> Create incentive to incentivize teachers for student performance. <u>Professional Development.</u> -- Target staff development to meet teacher and student needs and improve climate. (CSFs 1, 2, 3, 5, 6, & 7) 2. (B) Comprehensive instructional reform strategies will also include: <u>Implement Fast Forward Learning Program</u> - To strengthen foundational reading skills, better positioning students to partake in the classroom curriculum. This provides teachers with daily feedback needed to differentiate students' instruction and improve student achievement. <u>Overage Team</u> -- Accelerated instruction for overage students who have been previously retained. <u>Monthly PTA meetings-</u> To engage more parents and increase parental involvement. <u>Quarterly SAT Meetings-</u> Increase meeting frequency. <u>Establishment of a Parent Involvement Resource Center-</u> Provide materials for student learning and climate.. <u>Extended Library/Computer lab hours for Community Use-</u> Open library from 7am to 7pm one day per week. <u>Parent Mtgs. Off Site-</u> Conduct meetings on-site at apartment complexes to reach parents of at-risk students. <u>Expansion of PAL's program-</u> Recruit & train additional parent volunteers to increase parental involvement. <u>Bi-Annual feeder pattern joint PTA meetings</u> -- Rudder will host meetings with the primary elementary feeder schools to help parents transition students from elementary to middle school. <u>Parent Book Study</u> - Conduct book study on "The Roller Coaster Years". (CSFs 1, 2, 4, 5, & 6) 4(A)(B) TEA Technical Assistance. A Transformation Specialist from the School Improvement Resource Center (SIRC) will serve as a hands-on consultant, working with campus administration to guide the school through the Transformation process. Using the Campus Snapshot as a starting point, the Specialist will collaborate with campus administration to develop a series of "action plans" to improve the campus. These plans will address areas such as professional development, Positive Behavior Support, and recruiting and retaining quality staff. The Transformation Specialist will meet with campus administration periodically throughout the three-year grant period in order to monitor goal progress and provide additional support. (CSFs, 1, 2, 6, & 7) (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; The TTIPS TDMT, District Shepherd and TTIPS Grants Project Manager, and Academic Coaches/Site Coordinators, will conduct on-going walk-through in classrooms to ensure the action plan and related lessons are taught as agreed. Deviations from the plan will be documented and become part of the PDAS evaluation. Persistent failure to compile will result in the use of a TINA (growth plan) and could lead to transfer or termination. (CSFs, 1, 2, 3, & 7) (D) Use and integrate technology-based supports and interventions as part of the instructional program; ALEKS is a web-based computer program that supports student learning from K-12 grades and will be purchased yearly for all students. Cambridge Physics will be utilized to support key concepts in science and it utilized graphing calculators, photo gates, wave generators, and various technology-based equipment to make science come alive in the classroom. E-Instruction student response pads and software allow for interactive participation for students to engage in learning. Mobi allow for students and teacher to interact via mobile smart-board white boards and is appropriate for all classrooms. IPOD lessons and books on IPOD are a student friend way to deliver missed instructions and support student that require oral support. Lap top computer and Computer of Wheels will be purchased in sets of 30 allowing for additional computer labs as technology standards are infused into the core content curriculum. (CSFs, 1, 2, 4, 5, 6, & 7)		

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Rudder MS will implement the TTIPS program according to the following timeline: Fall (Pre-Work) (2009-2010) – Comprehensive Needs Assessment (CNA), New campus principal assigned Spring (Pre-Work) (2009-2010) - CNA with School Improvement Resource Center (SIRC) Model Alignment, Identify Community Partners, created TTIPS Decision Making Team (TDMT), develop job-embedded professional development, identified teacher leaders, trained peer mediation team, vetted Rudder's TTIPS transformation plan with School Advisory Team (SAT), PTA, faculty, students, TDMT, Academics Committee & Superintendent. Summer (Pre-Work) (2009-2010) - Attend summer seminar, complete 1st 90 day action plan, purchase math and science materials to support differentiated in the classroom, Hire TTIPS Grants Project Manager (GPM), and Academic Coaches/Site Coordinators (Math/Science), contract with science consultant; attend NSCD and/or TEA Summer Institute, as required. Fall (2010-2011) – Reassign Key Personnel; recruit/hire college mentors; conduct campus data reviews; District and Campus Snapshot; Conduct Occupational Health Instrument (OHI) survey and create plan to address needs; conduct Campus Data Day; continue with 2nd year Positive Behavior Support (PBS) svc, implement Peer mediation, Teacher Leaders, Academic Coaches/Site Coordinators/Site Coordinator, administrators & consultants begin collecting observation data to guide Profess. Dev. & student interventions, develop a plan to identify candidates for OLLU Master's pgm.; implement co-teach teams across content areas; review 90 day action plan; review incentive plan with eligible staff; implement after-school learning program; implement tutoring pgms., begin common assessment development; plan/implement overage teen pgm.; establish parent resource center; participate in staff development, identify site visit locations; begin parent meetings and community activities; complete teacher/parent surveys; TDMT meetings, conduct joint PTA meetings Implement System 44 and Reading together interventions, train staff on Fast Forward instruction program; implement FAST program; begin to identify business partners; ongoing evaluation of transformation strategies. Spring (2010-2011) - Review/implement Y2 PBS data; cont. profess. dev.; implement completed profess. dev. & monitor thru classroom observations & student data review; Develop next 90 day action plan; Complete teacher/parent surveys; conduct onsite parent mtgs. At various apartment complexes on; train staff on Let's Talk About It; TDMT Meetings; principal evaluation; Implement Math Solutions onsite coaching model; extend library hours and open computer labs; ongoing evaluation of transformation strategies. Summer (2010-2011)- Attend summer seminar; attend profess. dev.; review/revise Profess. dev. plans; review/revise CNA; TDMT meetings; principal final review; Create 90 day action plan; attend NSDC conference; staff attend Cambridge Physics training; attend SIRC district institute; transition camp; Train additional staff on Advancement Via Individual Determination (AVID), ALEKS, Kagan, Donna Zykes, Marzano strategies, DI, RTI and Ruby Payne; Plan site visits; begin summer book study; evaluation of transformation strategies. Fall (2011-2012) - Conduct Campus Data Day; Implement/revise profess. dev. plan & classroom lvl PBS interventions; begin action research proj.; coordinate with cont. to identify candidates for OLLU Master's pgm.; develop new 90 day action plan; payout 2010-11 incentive pay; review 2011-12 incentive plan with eligible staff; implement after-school learning program; implement tutoring pgms., participate in staff development, identify site visit locations; begin parent meetings and community activities. Complete teacher/parent surveys; TDMT mtgs; distribute incentive pay; ongoing evaluation of transformation strategies. Spring (2011-2012) – Review/implement Y3 PBS data; cont. profess. dev.; cont. profess. dev. & monitor thru classroom observations & student data review; conduct site visits; Develop next 90 day action plan; Complete teacher/parent surveys; TDMT Meetings; principal evaluation; teacher leaders collect data for action research; ongoing evaluation of transformation strategies. Summer (2011-2012) - Attend summer seminar; attend profess. dev.; review/revise Profess. dev. plans; review/revise CNA; conduct intense data review and intense data eval.; TDMT mtgs.; principal final review; Create 90 day action plan; Attend NSDC conference; attend SIRC district institute; transition camp; Train additional staff on Advancement Via Individual Determination (AVID), ALEKS, Kagan, Donna Zykes, Marzano strategies, DI, RTI and Ruby Payne; ongoing evaluation of transformation strategies. Fall (2012-2013) – Conduct Campus Data Day; Re-administer Campus snapshot; coordinate with cont. to identify candidates for OLLU Master's pgm; develop new 90 day action plan; review incentive plan with eligible staff; implement after-school learning program; implement tutoring pgms., participate in staff development, identify site visit locations; begin parent meetings and community activities. Complete teacher/parent surveys; TDMT mtgs; distribute incentive pay; ongoing evaluation of transformation strategies. Spring (2012-2013) – Finalize action research projects, collect data for PBS evaluation; cont. completed profess. dev. & monitor thru classroom observations & student data review; Complete teacher/parent surveys; TDMT Meetings; principal evaluation; ongoing evaluation of transformation strategies. Summer (2012-2013) - Present action research; Attend summer seminar; attend profess. dev.; conduct intense data review and intense data eval.; review/revise Profess. dev. plans; review/revise CNA; TDMT meetings; principal final review; Attend NSDC conference; attend SIRC district institute; create sustainability plan; cont. 90 day action plan; cont. to dev. teacher leaders.; transition camp; Train additional staff on Advancement Via Individual Determination (AVID), ALEKS, Kagan, Donna Zykes, Marzano strategies, DI, RTI and Ruby Payne. ongoing evaluation of transformation strategies.		

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	The School Advisory Team (SAT) is included in the development and approval of the Model includes: The Principal, five parents (SAT members), ten teachers, the school counselor, one community member , and one business representative .		
2	Central office instructional staff (Deputy Superintendent for Curriculum and Instruction, Director of School Improvement Initiatives, Director of Staff Development)		
3	District Administration (including the Superintendent)		
4	Rudder MS Leadership Team: Principal, all department coordinators, counselor, GT teacher, librarian, athletics coordinator, academic dean, vice principal, and assistant principal		
5	All Rudder MS teachers, instructional assistants, librarian, secretarial staff, counselors, custodians, and one food service manager (over 90% of campus staff)		
6	TTIPS Decision Making Team (TDMT) - Comprised of representatives from the NISD School Board (via presentations to the School Board's Academic's Committee), the District Shepherd, the Deputy Superintendent for Administration, the Assistant Superintendents for Elementary and Secondary Administration, the Executive Directors of Elementary and Secondary Administration and Instruction, the Director of School Improvement Initiatives , Rudder MS administrators, teachers, parent groups (School Advisory Team and PTA Leadership Council), administrative officials, Grants & Recognitions Department staff, the Coordinator of the Safe and Drug Free Schools program, human resources staff, testing and evaluation staff and the Director of the Organizational and Staff Development Office. Upon award, the TTIPS Grants Project Manager and the Academic Coaches/Site Coordinators/Site Coordinator will also be added to the TDMT.		
7	School Improvement Resource Center (SIRC)/ SIRC Technical Assistance Provider will provide ongoing guidance regarding implementation of the TEA's school intervention Transformation model throughout the grant term.		
8	State and Federal Programs Director (as related and coordinated with Title I and State Compensatory Education)		
9	Student focus groups		
10	Universities and local colleges (including Our Lady of the Lake University)		

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Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected. For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity. 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies		

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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 by implementing student interventions, professional development for teachers and tutoring.	Rudder MS students are performing below the district average. The gaps between eco-disadvantaged and non-eco. disadvantaged are the following in 2008-2009 (data most recently available): 8 th grade 4 pt. gap 7 th grade -11 pt. gap 6 th grade 13 pt. gap	Researched-based pgms/strategies. such as: Academic Coaches/Site Coordinators, mentoring program, increased parental involvement, writing & reading summer camps, incentives for TAKS performance, profess. dev., college coursework for teacher leaders, tutoring, Sat. school, Fast Forward, System 44, Reading Together, RTI meetings by grade level/content area, co-teach model for special education students, AVID school-wide implementation, Kagan strategies, common, author visits, assessments, Dinah Zikes, Marzano's Academic Vocabulary & Ruby Payne	Fall 2010	June 2013
A, B, C	Improve Student Achievement in Mathematics by implementing student interventions, professional development for teachers and tutoring.	Rudder MS students are performing below the dist. ave. Gaps between non-eco dis. & eco-dis. are the following in 08-09: 8 th – 8 pt. gap (after 2 administrations) 7 th – 14 pt gap 6 th – 10 pt. gap	Researched-based pgms/strategies. such as: Math Solutions, ALEKS web-based pgm., Academic Coaches/Site Coordinators, mentoring program, increased parental involvement, math summer camp, incentives for TAKS performance, profess. dev., co-teach, college coursework for teacher leaders, tutoring, Sat. school, RTI meetings by grade level and content area, co-teach model for special education students, common assessments, AVID school-wide implementation, Kagan strategies, Dinah Zikes, Marzano's Academic Vocabulary & Ruby Payne	Fall 2010	June 2013
A, B, C	Reduce the achievement gap between non-eco dis. & eco-dis. students in 8 th science.	12 point gap between eco-disadvantaged and non-eco. disadvantaged in the 08-09 school year	Researched-based pgms/strategies. such as: Cambridge Physics, Science Consultant., Academic Coaches/Site Coordinators, GLOBE pgm., mentoring program, increased parental involvement, acad. summer camp, girl start summer camp at OLLU, incentives for TAKS performance, professional development, co-teach, college coursework for teacher leaders, tutoring, Sat. school, RTI meetings by grade level and content area, common assessments, AVID school-wide implementation, Kagan strategies, Dinah Zikes, Marzano's Academic Vocabulary & Ruby Payne	Fall 2010	June 2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 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	Reduce the achievement gap between non-eco dis. & eco-dis. students in 7 th grade writing	7 pt. gap between eco-disadvantaged and non-eco. disadvantaged in the 08-09 school year	Researched-based pgms/strategies. such as: Academic Coaches/Site Coordinators, mentoring program, increased parental involvement, academic summer camp, incentives for TAKS performance, professional development, co-teach, college coursework for teacher leaders, tutoring, Sat. school, RTI meetings by grade level and content area, common assessments, AVID school-wide implementation, Kagan strategies, Dinah Zikes, Marzano's Academic Vocabulary & Ruby Payne	Fall 2010	June 2013
A, B, C	Reduce the achievement gap between spec. ed & non-spec. ed. students in Reading/ELA	6 th grd. 6pt.; 35pts in 7 th grd.; 1 pt. in 8thgrd gap between spec. ed & non-spec. ed. students in the 08-09 school year	Researched-based pgms./strategies such as: Academic Coaches/Site Coordinators, mentoring program, increased parental involvement, writing & reading summer camps, staff incentives for TAKS performance, professional development, college coursework for teacher leaders, tutoring, Sat. school, Fast Forward, System 44, Reading Together, RTI meetings by grade level/content area, co-teach model for special education students, AVID school-wide implementation, Kagan strategies, common, author visits, assessments, Dinah Zikes, Marzano's Academic Vocabulary & Ruby Payne	Fall 2010	June 2013
A, B, C	Reduce the achievement gap between spec. ed & non-spec. ed. students in Mathematics	6 th grd. 15pt.; 7 th grd. 24pt.; 8 th grd. 8pt gap between spec. ed & non-spec. ed. students in the 08-09 school year	Researched-based pgms/strategies such as: Math Solutions, ALEKS web-based pgm., Academic Coaches/Site Coordinators, mentoring program, increased parental involvement, math summer camp, staff incentives for TAKS performance, profess. dev., co-teach, college coursework for teacher leaders, tutoring, Sat. school, RTI meetings by grade level and content area, co-teach model for special education students, common assessments, AVID school-wide implementation, Kagan strategies, Dinah Zikes, Marzano's Academic Vocabulary & Ruby Payne	Fall 2010	June 2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 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	Reduce the achievement gap between spec. ed & non-spec. ed. students in 8 th grd science	35pt. gap between spec. ed & non-spec. ed. students in the 08-09 school year	Researched-based pgms/strategies. such as: Cambridge Physics, Science Consultant., Academic Coaches/Site Coordinators, GLOBE pgm., mentoring program, increased parental involvement, academic summer camp, girl start summer camp at OLLU, staff incentives for TAKS performance, profess. dev., co-teach, college coursework for teacher leaders, tutoring, Sat. school, RTI meetings by grade level and content area, common assessments, AVID school-wide implementation, Kagan strategies, Dinah Zikes, Marzano's Academic Vocabulary & Ruby Payne	Fall 2010	June 2013
A, B, C	Reduce the achievement gap between spec. ed & non-spec. ed. students in 7 th grd. writing	13pt. gap between spec. ed & non-spec. ed. students in the 08-09 school year	Researched-based pgms/strategies. such as: Academic Coaches/Site Coordinators, mentoring program, increased parental involvement, academic summer camp, staff incentives for TAKS performance, profess. dev. co-teach, college coursework for teacher leaders, tutoring, Sat. school, RTI meetings by grade level and content area, common assessments, AVID school-wide implementation, Kagan strategies, Dinah Zikes, Marzano's Academic Vocabulary & Ruby Payne	Fall 2010	June 2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
B, C	Increase grade level/content planning mtgs. from once/wk to three/wk.	To foster better collaboration and communication among grade level team members.	Carter, Prater, Jackson, & Merchant (2009) found that when educators collaborate on achievement goals then student succeed.	Fall 2010	May 2013
A, B and C	Create a campus data day.	To analyze multiple data sources in order to determine the most severe needs and develop an intervention plan. Data analysis will be used to develop 90-day action plans.	Halverson (2010) contends formative feedback system model describes the organizational capacity upon which innovations such as comprehensive school reforms, benchmark assessment systems, and student behavior management systems draw to improve teaching and learning in schools.	Fall 2010	Fall 2012
A, B and C	Create content area common assessments.	Content areas will collaborate on student work samples and state standards to create common assessments that are of substantial rigor.	Jackson & David (2000) note that high-performing middle schools operate with a democratic system of governance that includes opportunities for collaboration and shared decision making.	Fall 2010, 11, 12 Spring 2011, 12	Spring 2013
A, B and C	Create campus vision retreat for goal setting and planning for RTI	Annual staff retreats will be conducted to coordinate content area departments and elective/PE areas to establish campus-wide goals and expectations for student achievement.	Jackson & David (2000) note that high-performing middle schools operate with a democratic system of governance that includes opportunities for collaboration and shared decision making.	Summer 2010	Summer 2012
A, B and C	Collaborate with feeder elementary schools and high schools	Create vertical alignment teams with each level to review multi-year data to assess common needs for curriculum alignment.	Burstein (2004) notes that school districts that support common assessment practices have inclusive education school-wide.	Spring 2011 2012 2013	Summer 2013
A, B and C	Review parent and student surveys	Members of the TTIPS Decision Making Committee will coordinate joint meeting with PBS members, Peer Mediation and mentors to review specific areas regarding student	Turnuklu (2010) sampled 591 MS students and found after peer mediation was conducted students handled conflict resolution strategies significantly better.	Fall 2010	May 2013
A, B and C	Review school safety audit	Increase awareness of student's concerns and overall perception of the school.	Raismen (2007) advocates the use of safety audits and high visibility to improve school safety.	Fall 2010	May 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 and C	Structure grade level planning meetings	To enable them to create common goals/assessments and set pedagogy so all students are successful.	Race to the Top fund for common assessments to be developed from an effort to create common academic standards for the nation's schools (Aaron, 2009).	Fall 2010	Spring 2013
A, B	Add a grade level leader at each of the core content areas	Expand campus leadership capacity and grow future teacher leaders.	Downey (2004) notes that alignment among the written, taught, and assessed curriculum must be in place and grade level planning would support the on-going assessment of this goal.	Fall 2010	Spring 2013
A, B	Science and math teachers will participate/ present at various conferences as they train on new instructional strategies.	Implement new instructional strategies into the classroom and become campus leaders.	Reid, Brain, & Boyes (2004) teachers leaders provide a path for schools to meet and exceed national goals and improve teaching pedagogy.	Fall 2010	Spring 2013
A, B and C	Increase professional development opportunities for campus principal on current best practices across all content areas.	Transform principal into a teaching principal.	Fischer & Hamer (2010) found that teacher professional development can serve as a tool in school reform when it is teacher driven.	Fall 2010	Spring 2013
A, B and C	Train campus principal on selecting staff and working with marginal teachers.	Develop teacher capacity while retaining quality teachers and removing ineffective teachers.	Teachers were most supportive of formative supervisory practices that were implemented with a goal to assist marginal teachers to improve and least supportive of compensatory and disciplinary strategies (Kaye, 2004).	Fall 2010	Spring 2013
A, B and C	Train campus administrators on how to develop effective professional learning communities.	To improve campus capacity and grow future leaders.	Fischer & Hamer (2010) found that teacher professional development can serve as a tool in school reform when it is teacher driven.	Fall 2010	Spring 2013
A, B	Increase administrators' skill in implementing effective team building activities.	To improve overall school climate and develop future leaders.	Brown, Buster & Townsend (1999) found team building activities helped focus campus on the mission and goals of the district and school.	Fall 2010	Spring 2013

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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
C	Receive continuing support from Central Office personnel, including the Grant Program Manager and District Shepherd	To provide a vision for the campus and support the implementation of purposeful instructional arrangements	Includes the best practice of receiving ongoing support from the LEA	Fall 2010	Spring 2013
C	Collaborate with and receive ongoing technical assistance from School Improvement Resource Center (SIRC)	To work with a SIRC Technical Assistance Provider to successfully implement the Transformation model	Includes the best practice of ongoing, intensive technical assistance from the State Education Agency	Fall 2010	Spring 2013
C	Assess campus with Organizational Health Instrument (OHI)	To receive data that specifically addresses the efficacy of campus leadershipA	Includes best practices of data-driven decision-making and rigorous, transparent, and equitable evaluations systems for campus leaders	Fall 2010	Fall 2012
A, C	Implement staff development and reformation plan based on OHI results.	To improve campus leadership and climate through professional development tailored to address the campus' specific needs	Includes the best practice of job-imbedded professional development	Fall 2010	Spring 2013

Add additional pages as needed.

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A, C	Increase learning time by conducting zero hour, lunchtime and after school tutoring for struggling students	Struggling students will benefit from individualized and small group instruction	Winerip (1993) studied 31 schools tutoring program and found 1-after1 or small group tutoring improved the reading levels of students dramatically.	Fall 2010	May 2013
A, C	Increase learning time by offering Transition camps for students	To transition 5 th & 6 th graders and 8 th and 9 th graders to improve academic success. This will also remediate marginal students in focused academic weakness to improve academic success the following school yr.	West, Sweeting, & Young (2010) found transitions from school to school was a major concern and transition programs reduce fears of the school and peer relationships.	Summer 2011	Summer 2012
C	Add math and reading coaches	To facilitate and implement new teaching methods	Additional coaches will provide more formative assessment of teaching practices that enhance collaborative and reflective dialogue (Elmore, 2000).	Fall 2010	Fall 2010
A, C	Restructure student advisory periods	Implement Sean Covey's Habits of Highly Effective Teens to improve academic focus and student performance.	Walls (2003) states that M. Kwan figure skater lived by S. Covey's book leading to her success.	Fall 2010	Fall 2010
A, C	Expand AVID strategies school wide	AVID strategies provide students with the skills to engage in school work at a higher level.	AVID is a world wide program that helps students in the middle gather the skills for college completion.	Fall 2010	June 2013
A, B	Increase student achievement in math	Implement the ALEKS web-based program school wide, summer campus, and hire Math Solutions Consultants to transform the classroom from teacher centered to student centered.	Every student will have an individualized learning plan identifying requisite skills.	Fall 2010	June 2013
A, B	Increase student achievement in reading/ELA	Implement FAST Forward, System 44, summer campus, Reading Together, and author presentations.	Scientific learning reports that in 8-10 weeks in using Fast Forwards students will gain 1-2 years in reading comprehension.	Fall 2010	June 2013
A, C	Pilot an over-aged team to reduce dropout rates	Create opportunities for self-paced instruction for students to accelerate learning to catch up with their school-aged peers.	Fallis (2003) found that students needs must be considered for students who fail are unengaged in school and often leads to violence behavior and school dropouts.	Fall 2010	June 2013
A, B	Increase student achievement in science	Implement Cambridge Physics, GLOBE, and utilize science consultants	Slezak (2010) found that hands-on labs increase students ability in understanding concepts.	Fall 2010	June 2013
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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A, B and C	Increase parent and child communication, create stronger families and develop skills to overcome obstacles by implementing the "Families And Schools Together" (FAST) Program.	Research shows that connecting parents in partnership with the school community increases a student's social capital and feeling of connectedness to the school environment.	The Developmental Assets Survey results.	Fall 2010	June 2013
A, B and C	Extend library hours	Increase parental involvement and literacy among Title I population.	Handler (2009) found that increasing library hours resulting in more literacy and created a bond with the community. Includes the best practice of involving parents in their child's education, provides community service.	Spring 2011	May 2013
A, B and C	Open computer labs to parents during weekends and evenings	Increase parental involvement; provide opportunities for parents to obtain GEDs; transform Rudder MS to a community focal point.	Hepp (2004) found that increasing computer lab hours resulted in high literacy in poor schools.	Spring 2011	May 2013
A, B and C	Increase partnership opportunities between Rudder MS and local businesses.	Increase parental and community involvement and to transform Rudder MS to a community focal point.	Hass (1979) maintains that curriculum design should have problems embedded as today's students must prepared to handle problems and jobs that are not even in existence today but will be in the future to support business and society at large.	Fall 2010	June 2013
B, C	Establish a parent resource center	To provide parents with resources to better understand their MS students.	Building resources and resilience: Why we should think about positive emotions when working with children, their families and their schools (Hutchinson& Preteit, 2010). Includes the best practice of involving parents in their child's education, provides community service.	Spring 2010	June 2013

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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 and C	Establish annual feeder pattern and joint PTA meetings	To facilitate transition for students from elementary to middle and middle to high school.	Aspin (2008) found PTA an effective way for teachers to bond with parents and students to build relationships and open the lines of communication to increase student academic achievement.	Fall 2011	June 2013
A, B and C	Conduct parent meetings on-site at various apartment complexes	To increase involvement among newcomer and at-risk families.	Gordon (2008) found low-income schools relationship between the policies of community and the generation and practices of community were responsive school leadership outreach to support school reform.	Spring 2011	Spring 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 and B	Decrease drug and violence incidents by implementing "Let's Talk About It™", an online/text reporting system.	Bullying continues to be an ongoing indicator for future violence and impacts the overall school climate.	Student survey information obtained from the School Safety Audit.	August 2010	June 2013
A, B, C	Increase personal responsibility, decision-making, and peer resistance strategies by implementing the "Families And Schools Together" (FAST) program.	Character development increases a child's protective factors for healthy emotional development.	Biennial Survey of Students' 40 Developmental Assets as developed and researched by the Search Institute.	August 2010	June 2013
B	Improve school climate for teachers and students by implementing Cooperative Learning	Cooperative learning strategies help students become more engaged in their learning and increases student achievement.	Slezak (2010) found that hands-on labs increase students ability in understanding concepts.	Fall 2010	June 2013
B	Implement Peer mediation	To increase communication among and between students to build a sense of community and improve school climate.	Noaks (2009) found children refer peer mediation had a marked reduction in anti-social incidents leading to a more positive and happier school climate	Fall 2010	June 2013
A, B	Establish a mentoring program	College students will mentor students to assist with issues and provide a vision for college entry.	Nelson (2007) found that mentoring students using college students was an effective strategy to support student success.	Fall 2010	June 2013
B	Implement a staff incentives to increase TAKS scores	Improve teacher collaboration and create a sense of healthy competition among student performance.	Building resources and resilience: Why we should think about positive emotions when working with children, their families and their schools (Hutchinson & Preteit, 2010).	Spring 2010	Fall 2013
A, B	Improve School Climate	Use Occupational Health Instrument to establish a baseline which will be used to create future goals.	OHI will access the campus from a objective lens to support school reform.	Fall 2010	June 2013
Add additional pages as needed.					

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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
B, C	Increase teacher leaders	Partner with OLLU for teachers to obtain graduate coursework towards a Master's degree.	Molseed (2009) found graduate course work produced teachers with constructivist learning model that is highly effective.	Fall 2010	June 2013
B, C	Increase number of teachers trained and implementing cooperative learning.	Cooperative learning strategies help students become more engaged in their learning and increases student achievement.	Kagan (1990) found that students engaged in a variety of team structures were more engaged in the learning process.	Fall 2010	June 2013
B	Conduct site visits to high performing schools	To identify best practices that can be replicated at Rudder MS.	Sanders (2009) found school site visits were a great way to support school reform as document collection and review is completed. Research-driven best practices will be observed and used to improve campus Transformation plan	Fall 2010	June 2013
B	Implement trainer-of-trainers models in Kagan and Ruby Payne	To improve teacher quality, expand leadership capacity	Fischer & Hamer (2010) found that teacher professional development can serve as a tool in school reform when it is teacher driven.	Fall 2010	June 2013
B	Create common assessments across content areas	Foster collegiate groups to analyze academic expectations and operationalize grades	Jackson & David (2000) note that high-performing middle schools operate with a democratic system of governance that includes opportunities for collaboration and shared decision making.	Fall 2010	June 2013
B	Create co-teach teams across content areas	Increase teacher effectiveness, especially with ELL and spec. ed. students.	Cook & Friend (2006) creates a shift from a single classroom room teacher to a duo that reduces fragmentation of learning for SE students and thereby increase academic achievement.	Fall 2010	June 2013
B	Begin summer book studies with teachers	Expand teachers' resource knowledge to improve and reflect on teaching practices.	Keller (2008) found book studies allowed teachers to reflect on their teaching practices and improve their effectiveness.	Spring 2011	Summer 2013
C	Implement data-driven financial incentive system	To recruit and retain teachers with the skills necessary to meet student need	Includes the research-based best practice of linking teacher incentives to performance	Spring 2010	June 2013
Add additional pages as needed.					

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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		
Rudder's TTIPS transformation will be managed daily by the TTIPS Grant Program Manager (GPM) under the supervision of the Director of School Improvement Initiatives and the District Shepherd. The TTIPS GPM is responsible for providing administrative coordination and implementation of Rudder's TTIPS transformation. Dr. Linda Mora, Deputy Superintendent for Curriculum and Instruction will serve as the program's District Shepherd. She, along with the TTIPS GPM, will convene TTIPS Decision Making Team (TDMT) meetings and communicate directly with the superintendent, the Northside Education Improvement Council (NEIC), the School Improvement Resource Center, and evaluators to maintain ongoing feedback regarding program implementation and areas of needed improvement. The TDMT will meet at least quarterly during the program years to share implementation progress, report on program status, e.g., what is working and what is not working, program modifications/changes that need to be made. The evaluators will report project status and ongoing feedback to ensure continuous improvement and fidelity to the model. They will also monitor the grant activity timeline to ensure implementation aligns with the proposed schedule. The TTIPS GPM, the Academic Coaches/Site Coordinators, together with the Division of School Improvement Initiatives and the Grants & Recognitions department will have the primary responsibility for overseeing and managing the overall grant. The TDMT in collaboration with the Grants & Recognitions and Testing and Evaluation departments will report project progress. Ongoing monitoring will include: review of program records and documents (attendance logs, activity sign-in sheets, lesson plans, enrollment forms, pre/post-testing results, and other relevant documents); survey results; and observation through site visits and unstructured interaction with staff, community partners, and participants. NISD will comply with and provide activity, financial, grant performance reports, and final evaluation reports to the Texas Education Agency, as required.		
The TTIPS GPM will supervise all components of the NISD program on a full-time basis. The TTIPS GPM's primary duties include, but are not limited to, working closely with district staff, fostering collaboration with community partners, day-to-day oversight of the program, and program operation requirements. The TTIPS GPM will be assisted by a secretary/bookkeeper, who will assume the administrative duties including maintaining the database, program records, and overall program accounting and bookkeeping. This position will ensure feedback and the continuous improvement of providing high quality opportunities for academic enrichment through continuous monitoring. Monitoring is designed to allow participants to interact and provide feedback to determine if results are being achieved based on established performance indicators and evaluated for effectiveness. Rudder MS will also be staffed with two Academic Coaches/Site Coordinators (one for math and one for science) who will be responsible for implementing all program components at the campus in accordance with the stated goals and objectives. Academic Coaches/Site Coordinators will also train and supervise campus staff, communicate regularly with teachers to integrate program planning, develop program materials, and lead selected program activities.		
Although the Academic Coaches/Site Coordinators will be housed at Rudder MS, this position will directly report to the TTIPS GPM. The Academic Coaches/Site Coordinators will be primarily responsible for mentoring and coaching teachers and, along with the Principal, and will be responsible for implementing Rudder MS's transformation. The Rudder leadership team will convene monthly to review the implementation plan and the supporting data such as benchmarks, grade reports, attendance, and other data identified in the Comprehensive Needs assessment, as it becomes available to do correlation studies for growth from 2009/10 to 2010/11 data sets. The content department coordinators will meet with the coaches weekly during the guided grade level planning meetings to review staff progress and student achievement. The academic dean will attend all core content grade level meetings and report back to the principal weekly during the administration meetings. The administration team will support the academic dean and content area teachers on an as-needs basis to support transformational reform. The administration team will support the Academic Coaches/Site Coordinators and department coordinators by conducting systematic walk-through observations and engage in meaningful conversations with teachers on a weekly basis. The campus retreat will serve as the first official training and will focus on establishing the campus goals and launch the transformation process. The special education coordinator will work closely with the academic dean and core content teachers to ensure all students receiving special education services specific IEP goals are met and continually reviewed with staff. The vice-principal and assistant principal will ensure that alternate consequences for behavior will be used in place of in school or out of school suspension to support when appropriate to reduce time out of the classroom. The campus Principal, in coordination with the Academic Coaches/Site Coordinators, TTIPS GPM and TTIPS TDMT will coordinate of all program staff, school staff and outside agencies to ensure all programs are implemented with fidelity to achieve maximum success.		

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Texas Title I Priority Schools Grant Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
The purpose of these evaluations is to shape the development of the program, with clear benchmarks to monitor progress towards stated goals and objectives guided by the established key-performance indicators and Critical Success Factors. Assessment of program activities to improve teaching and learning will assist Rudder Middle School (MS) in increasing overall student achievement, assist in the creation of a college-bound culture and equip students with skills necessary for tomorrow's workforce. Rudder MS, at the direction of the TTIPS Decision Making Team (TDMT), will have a designated Evaluation Team, to ensure the TTIPS grant program is implemented with fidelity to the transformation model. Evaluators will conduct an interactive evaluation to support the campus in executing activities and strategies to accomplishing performance goals. As such, the Evaluation Team will inform, monitor, guide and adjust project planning and implementation. The team includes personnel from the Northside Independent School District (NISD) Central Office, Testing and Evaluation Department, Grants and Recognitions Department, the TTIPS Grant Program Manager, as well as Rudder MS administrators and staff and will collaborate with the TDMT and the SIRC. The Evaluation Team will conduct on-going and frequent formative assessments of the project to provide critical information to the TDMT to allow them to make key adjustments to the project plan. The Evaluation Team will meet quarterly to document their formative assessments of the project's current state of progress and to provide specific feedback to all stakeholders, including parents, community members and students. The Evaluation Team will consider Rudder MS's specific project goals and performance measures and anticipated outcomes for the grant. It involves collecting information to learn whether or not the benchmarks of participant progress were met and to highlight unexpected developments. It will gather data to determine the impact of activities and strategies on participants (teachers, students, parents and administrators), curricula at various stages of the intervention. By measuring progress, program staff can eliminate the risk of waiting until participants have experienced the entire program to assess likely outcomes. The Evaluation Team will monitor progress in student academic performance through reviews of TAKS pass rate data in reading/ELA, mathematics, and science for all students and mathematics for special education students as well as attendance rates, numbers of office referrals, utilization and effectiveness of tutoring, mentoring, summer camps, and Saturday school for credit retrieval and attendance recovery, discipline reports, utilization of peer mediation, failure reports and teacher, student and parent surveys. The Evaluation Team will monitor Rudder MS administrator and teacher progress through reviews of Campus Snapshot assessments, walkthrough class observations, principal CAR reports, teacher ATAR records, creation of interdisciplinary teams, staff development enrollment records and log sheets, increased differentiated instruction, outcomes of a teacher incentive award program, and teacher retention and leadership advancement. The Evaluation Team will monitor improvements in the climate at Rudder MS through reviews of parental surveys and active participation data, discipline referrals, amount and utilization of tutoring and student surveys. If the data collected fails to show expected changes, the information will be used to adjust Rudder's TTIPS program. The evaluation will adhere to the ethical standards of the American Educational Research Association and the Program Evaluation Standards established by the Joint Committee on Standards for Educational Evaluation. The strength of these formative evaluation assessments lies in the consideration of data from multiple sources rather than a reliance on data from only one source or a singular data collection method. Each information source is selected based on its ability to inform the Evaluation Team members as to the state and health of the project. The evaluation plan will incorporate both quantitative and qualitative data to provide a comprehensive and balanced record of project implementation and of the impact of the program, including both student and staff target populations. Data collection and analysis will occur in these areas: (1) process evaluation, (2) product evaluation, (3) on-going monitoring to provide technical assistance and guidance for adjustments or revisions of project components, and (4) reporting, to make detailed recommendations for adjustments to the campus project plan. Evaluation activities will be ongoing throughout the grant term however, is most vital during the early stages when activities are piloted and their individual effectiveness or articulation with other project components is unknown.		

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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		
Since Rudder MS's TTIPS grant requires data from multiple campuses, source data will be compiled by District Central Office evaluation staff. Some source data will be collected from Rudder MS, Central Office, Region 20 and state data repositories. As needed, Central Office personnel will integrate data from various authoritative data sources and render it in a form suitable to the goals of the grant Evaluation Team.		
Student data will be disaggregated by subpopulations determined for and relevant to Rudder MS. Initially, this data may be longitudinal, historical data about students' academic performance, attendance, and disciplinary actions, other Northside ISD non-TTIPS grant campuses with similar populations or at all district campuses. As the grant progresses, student data, as it becomes available, will be gathered, analyzed and reported in an on-going manner to highlight the degree of progress in achieving the campus' stated goals.		
Teacher data will also be collected and analyzed including but not limited to HR data, classroom walkthrough evaluations, staff development log sheets, survey assessments and evaluations. This data will be disaggregated by grade, class and subject as meaningful. This data will also be correlated where appropriate with student populations serviced by the personnel. The overall goal of this data collection and disaggregation is to pinpoint specific areas in curriculum and instruction where student achievement and mastery of subject matter can be improved and to measure how much improvement is attributable to specific implemented improvements. The objective of the data analysis is to assess as precisely as possible the nature of the impact of any change in how students are taught and managed at the campus and whether the specified targets of the change are materializing. Such an approach will allow an objective and meaningful assessment of the worthiness of the change, allowing the Evaluation Team to determine the appropriate further actions to take, be that continuing along the same path, modifying the path, or discontinuing the path.		

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Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
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The goal development process began when Rudder Middle School (MS) initiated campus transformation in August 2009 with the replacement of the campus principal. During this time, the principal reviewed data obtained through the Comprehensive Needs Assessment (CNA). At the campus level, a multi-disciplinary team, composed of campus administrators and core department coordinators, first disaggregated multiple data sources including the 2009 TAKS, TAKS A, TAKS M, AND LAT data and the primary elementary feeder campuses. The review compared 2009 data from the campus and feeder schools with the state and district means to identify gaps that differed by 5 points or more. This process was completed for all students by grade level and content areas and between sub-populations within each content area tested. Further analysis of Rudder's college-readiness data illuminates further challenges. Student data from 2009 NCEA shows the performance gap that exists between meeting the TAKS standards and meeting the College Readiness Standard is huge. Specifically, the gap in reading between meets expectation on TAKS and College Readiness on TAKS are: 6th -38 points, 7th -34 points, 8th -47; math 6th -58, 7th -60, 8th -37, Writing 7th -50, Science 8th -46 points. The gap data was presented to the entire campus for review and started the transformation process. Teachers were given specific subsets of student data including Benchmarks, TAKS, TELPAS, and LAT to determine the most critical student groups that required immediate intervention. Each grade level team was then divided into small groups by content area to analyze their specific content deficiencies based on multi-year data sets from Benchmark and TAKS data. This process was replicated on smaller scales throughout the school year. Unfortunately administrators soon realized data was not being effectively communicated across the campus. Data driven decision making is only effective if the data sources are transparent, accurate, reliable and user friendly. Consequently administrators began the process of training campus staff to correctly enter and manage data and increase the awareness of the importance of data quality. They next determined the appropriate use of the data collected and the manner in which it will be disseminated across grade level and content area teams. This required administrators to look beyond the confines of traditional campus data and explore how the data should be used with regard to staff, teachers, students, parents and program needs. To address this need, they consulted with district administrators, teachers, staff, parents, community members, and students to identify how to meet student and teacher needs necessary to increase student achievement. The first idea was to establish a "Campus Data Day", where staff would collectively review and analyze data. The purpose is to educate staff on how to interpret and analyze data, and use the analysis to improve student achievement. By improving Rudder MS's data driven decision-making process, staff will be better equipped in identifying student achievement gaps, best practices, and make more informed decisions. The institution of Campus Day Days and more in-depth analysis are the first steps in transforming a campus to greater student achievement, however, this was only a small part. Math, Science and Reading are content areas that show the greatest gaps in student achievement. To communicate the need the principal met with the science, reading and math teachers to solicit further input towards grant development. This led to establishing goals of improving student achievement in specific areas: reading/ELA, math, science, and special education students' performance on the TAKS-M, creating common assessments, action plans to drive instruction, increasing the frequency of grade level team meetings, increasing student learning time and implementing various researched-based interventions such as Fast Forward, ALEKS and Cambridge Physics to improve student achievement. Additionally, transition camps from elementary to middle school will also be created to help students maintain their academic focus in the midst of changes that surround them at the middle school level and from grade level to grade level in science and math. Some of the challenges students face when they move between levels are: 1. an insufficient alignment of mathematics instruction and curriculum across grades; 2. issues with the initial mathematics content; and 3. the psychological and social factors influencing students' beliefs and perceptions about their ability to learn difficult material. These challenges present opportunities for teachers to help students bridge this transition (Schielack & Seeley, 2010). Summer camps to help transition students from elementary to middle school as well as grade level to grade level will begin in the Summer of 2011 to support struggling learners overcome these barriers. To further assist students, teachers were also consulted to determine how best to support them in improving student achievement, and organizational climate. A staff development plan will be created for teachers according to their students' performance and their requests, however, administrators and the TTIPS Decision Making Team wanted to ensure that practices learned are being implemented into classroom instruction. This oversight piece is lacking due to staff capacity and monetary funds. To remediate this and ensure transformation is integrated into the campus culture, Academic Coaches/Site Coordinators will be hired to collaborate with the TDMT to oversee campus reform. This individual will also model lessons and ensure teachers receive meaningful job-embedded professional development. Having an individual dedicated to campus reform who directly reports to the Director of School Improvement Initiatives will further transformation efforts and campus accountability. Paramount to this individual's responsibilities will be to conduct 3 minute walk through observations (along with the campus principal and administrators). This practice was not completed in previous school years however is a critical to ensuring staff development is meaningful, long-term and sustained. Since often what is reported is valued, then teachers will be more motivated to integrate reform to their respective classrooms. Furthering motivation is the addition of the incentive plan for teachers whose students attain high achievement on the TAKS test. Through this component, teachers will be incentivized by receiving monetary awards for high student performance degree		

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From either UTSA or Our Lady of the Lake University. The first part of goal creation focused on analysis of student TAKS and other related academic data. Next, campus staff along with the TDMT reviewed student discipline survey data from parents, students and teachers.		
The Safe and Drug Free Schools Coordinator also reviewed the Biennial Texas Survey of Substance Abuse results, results from the the School Safety Audit, and the PEIMS 425 record to determine student needs. The Safety audit illustrates that over 64% of the community believes there is little or no concern regarding the school climate and safety. The Safety Audit also reveals that only 10% of the persons surveyed feel students at the school really want to learn. Counselors, non-core teaching staff and the junior administrators also reviewed discipline data and Positive Behavior Support (PBS) surveys (100% of teachers are invited to participate in the survey) to identify disciplinary patterns and In School Suspension (ISS) days that could be contributing to low student achievement. Additionally, the Vice Principal reported the following trends and discipline incidents, such as in 07-08, 3,129 discipline incidents were reported, in 08-09, this number increased to 5,041 and is projected to close at 5,400 in the 09-10 school year. This is an overall net change of 2,207 referrals, or a 70% increase. According to Spaulding (2010) in the Journal of Positive Behavior Interventions, in 1,510 schools nationwide, 72% of middle school students are referred to the office for peer directed problem behavior or student/adult interactions involving tardiness and truancy. This reduces the number of hours students are in class thereby directly impacting student achievement. Student interventions such as peer mediation and a strong mentoring program would provide appropriate role models and conflict resolution to reduce these referrals thereby increasing instruction time. Another subset of this data is the peer-to-teacher interaction in the classroom that initiated the office referral. Administrators also realized that teachers required assistance in developing a deeper understanding their students' diverse multi-cultural backgrounds. Many teachers have also not altered their instructional practice to account for Rudder's socio-economic change from an upper to middle income school to a middle to low-income campus. Currently, over 52% of students are now considered economically disadvantaged (a number typically underreported) and enter school with limited academic background knowledge and vocabulary than their non-economically disadvantaged peers. In addition to this challenge, the percentage of newcomer and refugee students has also increased. Despite these changes, not all teachers have received training on how to differentiate their instruction to meet the needs of these diverse learners. To remedy these issues, the campus established goals to reduce the number of annual discipline incidents each year, train staff in conducting action research to address needs, utilize the Occupational Health Instrument to evaluate school climate and create 90-day action plans, and to create a longitudinal survey (following parents of 6th graders in the 10-11 school year and tracking their satisfaction with the campus throughout the three year grant term).		
All staff have been advised on the grant and directly or indirectly contributed to the preparation of the application, by engaging in meaningful dialog regarding Rudder MS's needs and how best to transform and re-establish the campus as a community focal point and destination school. Performance goals, an evaluation plan and critical success factors were initially created at the campus level with input and collaboration from parents and community members (via the PTA and School Advisory Team), faculty and staff (during staff meetings and discussions at grade level meetings), campus administrators (during leadership meetings and informal discussions), and students (via the junior Honor Society and informal conversations with the campus principal). The grant was also presented to central office administrators who serve on the TTIPS Decision Making Team (TDMT) where they formally vetted and refined the transformation model. It was also formally presented, vetted, reviewed, and further adjusted by the NISD Academics Committee, comprised of members from the district's Board of Trustees. Finally, the plan was reviewed and approved by the district Superintendent.		

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Schedule # 4C--Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2009-2010)	Year 1 Progress Goal 2010-2011	Year 2 Progress Goal 2011-2012	Year 3 Progress Goal 2012-2013
1	Improve Student Achievement in Reading/ELA	TAKS (all students)	6 th - 91% 7 th - 87% 8 th - 90%	6 th - 92% 7 th - 88% 8 th - 91%	6 th - 93% 7 th - 90% 8 th - 93%	6 th - 94% 7 th - 92% 8 th - 95%
2	Improve Student Achievement in Mathematics	TAKS (all students)	6 th - 75% 7 th - 79% 8 th - 70%	6 th - 77% 7 th - 81% 8 th - 75%	6 th - 79% 7 th - 83% 8 th - 77%	6 th - 82% 7 th - 85% 8 th - 80%
3	Improve Student Achievement in Science	TAKS (all students)	8 th - 72%	8 th - 75%	8 th - 78%	8 th - 81%
4	Improve Student Achievement in Mathematics for spec. ed students	TAKS-M (spec. ed.)	6 th - 64% 7 th - 31% 8 th - 41%	6 th - 70% 7 th - 50% 8 th - 50%	6 th - 72% 7 th - 60% 8 th - 60%	6 th - 75% 7 th - 70% 8 th - 70%
5	Maintain Academically Acceptable (AA) rating or Improve to Recognized (R) rating	TAKS	Academ. Accept. in 2008-2009	Academ. Accept.	Academ. Accept. or Reccog.	Recognized
Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Grade Level Team (GLT) Meetings	Sign-in sheets, mtg. minutes	Bi-monthly GLT meetings	Three times/wk	Two times/wk	Once/wk
2	Create action plans to drive instruction	90-Day Action Plan	No action plan for the campus	Create 2 90-day action plans for M, S, ELA.	Create 2 90-day action plans for M, S, ELA, SS	Expand 90-day action plans to include entire campus
3	Create Common Assessments (CA)	Common Assessments Created	No common Assessments	Create 1 CA/6 wks.	Create 2 CA/6 wks.	Create 3 CA/6 wks.
4	Improve student attendance rate	ADA percentages	95% (07-08)	95%	96%	97%
5	Improve overall school climate by implementation of strategies with 80% or more faculty agreement	Positive Behavior Support survey	Common Area Assessments Completed	Decrease office referrals by 10%	Decrease office referrals by 20%	Decrease office referrals by 30%

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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	Increase percentage of math, science & ELA teachers trained & implementing diff. instruct. strategies such as Trainer-of-Trainers, Ruby Payne, Kagan & Cambridge Physics	3 min. Walk through observ. and reviewed with teachers	Baseline will be determined in 09-10 schl. Yr.	Increase by 10% from baseline	Increase by 15% from baseline	Increase by 20% from baseline
2	Increase principal's CAR score on four performance measures: 1. campus vs state, 2. change in campus perform. from prior yr., 3. econ. disadvantaged student perform & 4. state standards for recognized rating.	4 performance measures Campus Academic Record (CAR)	No previous baseline for current principal	Establish baseline	Increase by 1. 2pts 2. 4pts 3. 1pt 4. 2pts	Increase by 1. 2pts 2. 4pts 3. 1pt 4. 2pts
3	Reduce the number of teachers on Alternative Teacher Assessment Record (ATAR) whose students' TAKS scores are not 80% or higher.	ATAR	Baseline will be determined in 09-10 schl. Yr.	Increase by 10% from baseline	Increase by 15% from baseline	Increase by 20% from baseline
4	Dr. Jewell will improve leadership skills, and effectiveness through participation in School Leadership Network.	TAKS (all Tests taken)	Baseline to be determined	Establish baseline	Increase by 5% from baseline	Increase by 8% from baseline
5	Develop interdisciplinary teams to analyze data, as part of the ongoing CNA to create action research topics to investigate.	Sign-In Sheets, mtg. minutes, action research plans	0 (not provided)	Train 5 staff on action research	Train 5 staff; Identify needs & incorp. into 1 90-day act. plan	Train 5 staff on action research & incorp. into 90-day act. plan

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase attendance in zero hour & after-school tutoring among struggling students utilizing Fast Forward, ALEKS & Cambridge Physics	Sign-In Sheets	50 students	75 students	90 students	115 students
2	Create Summer Transition Camps	Attendance/Sign-in sheets	100 students	115 students	125 students	135 students
3	Implement a mentoring program to help students reach academic success during student lunch hours, once/wk.	Sign-in sheets, student evaluations	Pgm. not implemented	5 students/gr ade level	8 students/gr ade level	10 students/gr ade level
4	Restructure student advisory program utilizing Sean Covey's Six Habits of Highly Effective Teens.	Student utilization of planners	None	100% of students will particip.	100% of students will particip.	100% of students will particip.
5	Increase # of students in Saturday school for credit retrieval, attend. recovery & academic need.	Sign-In Sheets	30 students	50 students	60 students	75 students

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase parental involvement by implementing the FAST program	Sign-In Sheets	25 parents participated in 09-10 schl yr.	50 parents	75 parents	100 parents
2	Collaborate with primary ES feeder schools to conduct joint parental involvement nights.	Sign-In Sheets, agendas, mtg. minutes, evaluations	0 (not provided)	1 mtg.	2 mtgs.	3 mtgs.
3	Conduct mtgs. on-site at various apt. complexes to increase involvement among parents of at-risk students.	Sign-In Sheets, agendas, mtg. minutes, evaluations	1 during 09-10 school yr.	2 mtgs.	3 mtgs.	4 mtgs.
4	Foster a sense of community by opening school library to students & their families from 7am-7pm.	Sign-In Sheets, evaluations	0 (not provided)	1 day/wk. for 24 wks. (20 parents)	2 days/wk. for 24 wks. (40 parents)	3 days/wk. for wks. (60 parents)
5	Create/conduct Parent Book study focusing on "The Roller Coaster Years".	Sign-In Sheets, agendas, mtg. minutes, evaluations, books purchased, instructional materials	0 (not provided)	1 book study 15 parents	2 book studies 15 parents	1 book studies 15 parents

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve parent's overall satisfaction with Rudder utilizing longitudinal data beginning with 2010-11 parents of 6 th grd. students & following them through 8 th grd.	Annual Parent satisfaction survey	N/A Will establish Baseline	Baseline determined Sept. 2010	10% increase from the baseline	15% increase from the baseline
2	Improve school climate	Occupational Health Instrument	N/A Will establish Baseline	Baseline determined Fall 2010	10% increase	15% increase
3	Reduce the number of annual discipline incidents each year	Annual discipline incidents	5,400	3% annual decrease	5% annual decrease	10% annual decrease
4	Conduct team building activities for Rudder MS staff to create a joint vision for student success.	Teacher surveys and reflections	N/A Will establish Baseline	Baseline determined Fall 2010	10% increase annually	15% increase annually
5	Implement Peer Mediation, through the Bexar Co. Juvenile Justice System to help support peer-to-peer or peer-to-teachers conflicts that impacts student performance	# of students accessing peer mediation process	N/A Pgm. currently not implemented	45 peer mediation incidents	60 peer mediation incidents	75 peer mediation incidents

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Part 3: Annual Performance Goals Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase frequency of teacher observation walk throughs	3 minute Walk-through format by Carolyn Downey	0 (none conducted)	Each teacher will receive 6 annual walk through observ.	Each teacher will receive 4 annual walk through observ.	Each teacher will receive 3 annual walk through observ.
2	Identify & recruit math/science teachers for OLLU pgm to increase # of Teacher Leaders.	TAKS, Benchmarks, Educ. Attainment, enrollment forms	0 (none conducted)	1-2 teachers	1-2 teachers	1-2 teachers
3	Identify & recruit content area teachers for UTSA pgm to increase # of Teacher Leaders.	TAKS, Benchmarks, Educ. Attainment, enrollment forms	0 (none conducted)	1-2 teachers	2-3 teachers	3-4 teachers
4	Implement Teacher Incentive plan to increase student achievement	TAKS	Acad. Accept. in 2008-2009	Acad. Accept.	Acad. Accept. or Recog..	Recognized
5	Create co-teach teams across content areas.	Master Schedule	0 (not implementing this practice)	3 content areas (reading, math, 8 th grd science)	4 content areas (read, math, SS, 8 th grd science)	5 content areas
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.	X	X	X	
Barrier: Gender-Specific Bias					
#	Strategies for Gender-specific Bias	Students	Teachers	Others	
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐	
A02	Provide staff development on eliminating gender bias	☐	☐	☐	
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐	
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐	
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐	
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐	
A99	Other (Specify)	☐	☐	☐	
Barrier: Cultural, Linguistic, or Economic Diversity					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others	
B01	Provide program information/materials in home language	☐	☐	☐	
B02	Provide interpreter/translator at program activities	☐	☐	☐	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐	
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐	
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐	
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐	
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐	
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	☐	☐	☐	
B09	Provide parenting training	☐	☐	☐	
B10	Provide a parent/family center	☐	☐	☐	
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐	
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐	
B13	Provide child care for parents participating in school activities	☐	☐	☐	
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐	
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐	
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐	

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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	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institution of higher education	☐	☐	☐
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	☐	☐	☐
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	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (Specify)	☐	☐	☐
Barrier: Gang-Related Activities				
#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	☐	☐	☐
C02	Provide Counseling.	☐	☐	☐
C03	Conduct home visits by staff.	☐	☐	☐
C04	Provide flexibility in scheduling activities.	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities.	☐	☐	☐
C06	Provide mentor program.	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	☐	☐	☐
C08	Provide community service programs/activities.	☐	☐	☐
C09	Conduct parent/teacher conferences.	☐	☐	☐
C10	Strengthen school/parent compacts.	☐	☐	☐
C11	Establish partnerships with law enforcement agencies.	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs.	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☐
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	☐	☐	☐
C99	Other (Specify)	☐	☐	☐
Barrier: Drug-Related Activities				
#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	☐	☐	☐
D02	Provide Counseling.	☐	☐	☐
D03	Conduct home visits by staff.	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	☐	☐	☐
D05	Provide mentor program.	☐	☐	☐

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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	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs.	☐	☐	☐
D09	Conduct parent/teacher conferences.	☐	☐	☐
D10	Establish school/parent compacts.	☐	☐	☐
D11	Develop/maintain community partnerships.	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs.	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☐
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	☐	☐	☐
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☐
D99	Other (Specify)	☐	☐	☐
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	☐	☐	☐
E02	Provide Program materials/information in Braille.	☐	☐	☐
E03	Provide program materials/information in large type.	☐	☐	☐
E04	Provide program materials/information on tape.	☐	☐	☐
E99	Other (Specify)	☐	☐	☐
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	☐	☐	☐
F02	Provide interpreters at program activities.	☐	☐	☐
F99	Other (Specify)	☐	☐	☐
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	☐	☐	☐
G02	Expand tutorial/mentor programs.	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies.	☐	☐	☐
G04	Provide training for parents in early identification and intervention.	☐	☐	☐
G99	Other (Specify)	☐	☐	☐
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.	☐	☐	☐
H99	Other (Specify)	☐	☐	☐

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Tuancy				
#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention.	☐	☐	☐
K02	Develop and implement a truancy intervention plan.	☐	☐	☐
K03	Conduct home visits by staff.	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance.	☐	☐	☐
K05	Provide mentor program.	☐	☐	☐
K06	Provide before/after school recreational or educational activities.	☐	☐	☐
K07	Conduct parent/teacher conferences.	☐	☐	☐
K08	Strengthen school/parent compacts.	☐	☐	☐
K09	Develop/maintain community partnerships.	☐	☐	☐
K10	Coordinate with health and social services agencies.	☐	☐	☐
K11	Coordinate with the juvenile justice system.	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	☐	☐	☐
K99	Other (Specify)	☐	☐	☐
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families.	☐	☐	☐
L03	Establish/maintain timely record transferal system.	☐	☐	☐
L99	Other (Specify)	☐	☐	☐
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.	☐	☐	☐
M02	Conduct home visits by staff.	☐	☐	☐
M03	Recruit volunteers to actively participate in school activities.	☐	☐	☐
M04	Conduct parent/teacher conferences.	☐	☐	☐
M05	Establish school/parent compacts.	☐	☐	☐
M06	Provide parenting training.	☐	☐	☐
M07	Provide a parent/family center.	☐	☐	☐
M08	Provide program materials/information in home language.	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making.	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	☐	☐	☐
M11	Provide child care for parents participating in school activities.	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents.	☐	☐	☐
M99	Other (Specify)	☐	☐	☐

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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.	☐	☐	☐	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	☐	☐	☐	
N03	Provide mentor program for new teachers.	☐	☐	☐	
N04	Provide intern program for new teachers.	☐	☐	☐	
N05	Provide professional development in a variety of formats for personnel.	☐	☐	☐	
N06	Collaborate with colleges/universities with teacher preparation programs.	☐	☐	☐	
N99	Other (Specify)	☐	☐	☐	
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.	☐	☐	☐	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	☐	☐	☐	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	☐	☐	☐	
P99	Other (Specify)	☐	☐	☐	
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.	☐	☐	☐	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	☐	☐	☐	
Q03	Conduct program activities in community centers and other neighborhood locations.	☐	☐	☐	
Q04	Other (Specify)	☐	☐	☐	
Barrier: Other Barrier					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	☐	☐	☐	
	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	\$ 2,245,141	\$ 136,177	\$	\$2,381,318
Professional and Contracted Services 5C 6200	\$1,214,927	\$0		\$1,214,927
Supplies and Materials 5D 6300	\$1,190,542	\$7,000		\$1,197,542
Other Operating Costs 5E 6400	\$335,390	\$25,100	*\$16,500	\$360,490
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only) 5G 6600/1 5XX	0	0	0	0
Total Direct Costs	\$4,986,000	\$168,277	\$16,500	\$5,154,277
1.59% Indirect Costs		\$95,723	\$0	\$95,723
Grand Total				
Total Budgeted Costs:	\$4,970,483	\$ 262,500	\$ 16,500	\$ 5,250,000
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$5,250,000
Multiply by (5% limit)				X 5%
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 262,500

*Please note: Pre-Award Costs are allocated in Campus Grant Costs (\$15,000) and in LEA Admin Grant Costs (\$1,500). The Total Grants Funds Budgeted column reflects the sum of the Campus Grant Costs (\$335,390) AND LEA Admin Grant Costs (\$25,100).

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Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,750,000 Year 2: SY 2011-2012 \$1,750,000 * Year 3: SY 2012-2013 \$1,750,000 * * 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		
*Please note: Pre-Award Costs of \$16,500 are listed separately however, have been allocated in Campus Grant Costs (\$15,000) and in LEA Admin Grant Costs (\$1,500). The Total Grants Funds Budgeted column reflects the sum of the Campus Grant Costs (\$335,390) AND LEA Admin Grant Costs (\$25,100) for at total of \$360,490.		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
4	Extra-Duty Pay	For teachers to provide tutorials, and attend/conduct staff development				\$235,285
5	Substitute Pay	For teachers to provide tutorials, and attend/conduct staff development		152		\$823,775
Program Management and Administration						
4	Project Director					
5	Project Coordinator (TTIPS Grants Project Manager)	Will oversee and manage program				\$107,647
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper	Paraprofessional partially funded to support the TTIPS program.		1		\$7,972
11	Evaluator/Evaluation Specialist	Evaluator partially funded to collect data and evaluate Transformation efforts		1		\$6,382
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider	Child care at parent meetings		4		\$1,968
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:	Academic Coach/Site Facilitator (Science)	1			\$169,159
23	Title:	Academic Coach/Site Facilitator (Math)	1			\$169,159
24	Title:	TTIPS Grant Project Manager	1			
25	Title:	Project Coordinator (TTIPS Grants Project Manager) will model lessons, and support instruction.		1		\$107,647
		Incentive Pay for teachers				\$544,950
25	Title:	Mentors to assist students with homework and develop a culture of college readiness.		4		\$15,747
26	Subtotal Employee Costs				\$	\$ 2,189,693

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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
Substitute, Extra-Duty, Benefits					
27	6112	Substitute Pay			\$ 65,441
28	6119	Professional Staff Extra-Duty Pay			\$21,938
29	6121	Support Staff Extra-Duty Pay			\$2,150
30	6119	Benefits for Incentive Pay			\$12,816
31	6140	Employee Benefits			\$89,280
32	Subtotal Substitute, Extra-Duty, Benefits Costs		\$		\$ 191,625
33	Grand Total Payroll Budget (line 26 + line 31)		\$		\$ 2,381,318

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
621	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
2	Specify purpose: _____				
626	Rental or Lease of Buildings, Space in Buildings, or Land				
9	Specify purpose and provide calculation: _____				
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
9	Specify purpose: _____				
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
9	Specify purpose: _____				
Subtotal					
6200 -- Professional and Contracted Services Cost Requiring Specific Approval					
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	Global Learning and Observations to Benefit the Environment (GLOBE) Training			\$2,550	\$
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$2,550
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Science consultant to work with teachers (annual cost \$70,000)					
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount
Contractor's Payroll Costs				1	\$ 210,000
Title: Science Consultant To be Determined					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (_____ %)					
Total Payment:				\$ 210,000	\$ 210,000

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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): To improve student achievement in mathematics. (annual cost, \$90,000)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 270,000	\$	\$ 270,000
Title: Math Solutions				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 270,000	\$	\$ 270,000
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Train teachers to implement the Seven Habits of Highly Effective Teens program (annually cost \$4,850)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 14,550	\$	\$ 14,550
Title: Stephen Covey Training				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 14,550	\$	\$ 14,550
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Increase parental involvement (annual cost, \$4,900)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 14,700	\$	\$ 14,700
Title: Families and Schools Together (FAST) program				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 14,700	\$	\$ 14,700

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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.)				
5. Description of Professional or Consulting Service (Topic/Purpose/Service): Implement Positive Behavior Support Program. (Year 1, \$6,000, Years 2, \$4,000, Year 3, \$4,000)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: ESC Region 20	1	\$ 14,000	\$	\$ 14,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 14,000	\$	\$ 14,000
6. Description of Professional or Consulting Service (Topic/Purpose/Service): Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system to improve student achievement in mathematics and science. (annual cost, \$78,000)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: ALEKS	1	\$ 180,000	\$	\$ 180,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 180,000	\$	\$ 180,000
7. Description of Professional or Consulting Service (Topic/Purpose/Service): Provide training for teachers in cooperative learning. (annual cost, \$4,000)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Kagan	1	\$ 12,000	\$	\$ 12,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 12,000	\$	\$ 12,000

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Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
8. Description of Professional or Consulting Service (Topic/Purpose/Service): Improve student achievement and learning in reading. (Year 1, \$110,400, Year 2 \$4,500, Year 3 \$4,500)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Fast Forward	1	\$ 119,400	\$	\$ 119,400
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 119,400	\$	\$ 119,400
9. Description of Professional or Consulting Service (Topic/Purpose/Service): Reduce student bullying and discipline referrals and improve school climate. (annual cost, \$4,000)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Let's Talk About It	1	\$12,000	\$	\$12,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$12,000	\$	\$12,000

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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.)				
10. Description of Professional or Consulting Service (Topic/Purpose/Service): Utilize Organizational Health Instrument (OHI) survey as part of the comprehensive needs assessment to develop program to address needs. (annual cost, \$11,484)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 34,452	\$	\$34,452
Title: Diagnostic Development Corporation				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$34,452	\$	\$34,452
11. Description of Professional or Consulting Service (Topic/Purpose/Service): Implement Incentive Pay plan (annual cost, \$20,000)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 60,000	\$	\$ 60,000
Title: Batelle for Kids				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 60,000	\$	\$ 60,000
12. Description of Professional or Consulting Service (Topic/Purpose/Service): Increase parental involvement and provide more in-depth services to students and their families.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 217,275	\$	\$ 217,275
Title: Communities in Schools				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 217,275	\$	\$ 217,275
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$1,212,377	\$	\$1,212,377
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		\$0		\$0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		\$2,550		\$2,550
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		\$1,212,377		\$1,212,377
Remaining 6200- Professional and Contracted Services that do not require specific approval:		\$0		\$0
Grand Total:		\$1,214,927		\$1,214,927

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$ 494,560	
	#	Type	Purpose			Quantity
	1	Ipods	To integrate technology into student instruction and increase student engagement.			150
	2	Ipod carts	To integrate technology into student instruction and increase student engagement.			5
	3	Laptops	For Academic Coaches/Site Coordinators and TTIPS Grants Project Manager			3
	4	Interactive White Boards	To integrate technology into student instruction and increase student engagement.			2
	5	Clicker Response System	To integrate technology into student instruction and increase student engagement.			20
	6	Mobi	To integrate technology into student instruction and increase student engagement.			15
	7	Computers on wheels	To integrate technology into student instruction and increase student engagement.			5
	8	Digital Cameras	To integrate technology into student instruction and increase student engagement.			10
9	Document Cameras	To integrate technology into student instruction and increase student engagement.	10			
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					494,560	
Remaining 6300- Supplies and Materials that do not require specific approval:					702,982	
Grand Total				\$	\$ 1,197,542	

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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: Attend NSCD, Cambridge Science Conference, ABYDOS training and Ruby Payne Training over 3-year period.			\$ 16,500	\$252,500
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Includes busses for transition campus, tutoring, Saturday School and visits to high schools over the three-year period.				\$84,090
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:					\$23,900
Grand Total				\$ 16,500	\$ 360,490

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

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-915</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	015-915 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	<u>015-915</u> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	015-915 County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	015-915 County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are nonprofit organizations (other than charter schools) and universities/colleges that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A nonprofit organization or university/college grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - 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	015-915 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)).

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-915</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.

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	015-915 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>015-915</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>015-915</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-915</u> County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program:			
Name:			
1. Type of Federal Action ☐ a. Contract ☐ b. Grant	2. Status of Federal Action: ☐ a. Bid/Offer/Application ☐ b. Initial award ☐ c. Post-award	3. Report Type: ☐ a. Initial filing ☐ b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: ☐ 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): <u>21</u>	
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 #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>015-915</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>015-915</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).

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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

