

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>Brownsville ISD</b> Organization Name	031-901 County-District#
		Burns Elementary Campus Name	128 Campus Number
		746000418 9-Digit Vendor ID#	ESC 1 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

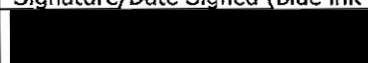
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

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

#### Certification and Incorporation

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

#### Authorized Official

Typed First Name	Initial	Last Name	Title
Brett		Springston	Superintendent of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(956)-548-8011	(956) 548-8019	bspringston@bisd.us	 5/2/10

**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.

701-10-112-322

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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>					
<b>Part 3: Applicant Information</b>					
<b>Local Educational Agency (LEA) Information</b>					
LEA Name					
Brownsville ISD					
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
1900 Price Road		Brownsville	TX	78521	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number	
TX-027	030917579	4XT71		4811680	
Campus Name			County-District Campus Number		
M. Burns Elementary			031-901-XXX		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
1974 Alton Gloor Blvd		Brownsville	TX	78526	
<b>Applicant Contacts</b>					
<b>Primary Contact</b>					
First Name	Initial	Last Name		Title	
Mario		Fajardo		Principal	
Telephone	Fax	Email			
956-548-8490 or 956-459-7160	956-548-8489	mfajardo@bisd.us			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
1974 Alton Gloor Blvd		Brownsville	TX	78526	
<b>Secondary Contact</b>					
First Name	Initial	Last Name		Title	
Sheila	M	Maldonado		Teacher	
Telephone	Fax	E-mail			
956-548-7911 or 956-466-8542	956-548-8489	smmaldonado@bisd.us			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
1974 Alton Gloor Blvd		Brownsville	TX	78526	

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### Texas Title I Priority Schools Grant

### Schedule #3—Purpose of Amendment

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

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

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

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

#### Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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

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



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<b>Part 2: Statutory Requirements</b>			
<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
18	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>may</b> 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 <b>closure model</b> , the campus <b>must</b> 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 <b>restart model</b> , the campus <b>must</b> 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 <b>transformation model</b> , the campus <b>must</b> implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and	Program Assurances	

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

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23	An LEA <b>may</b> 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 <b>may</b> also implement other strategies that extend learning time and create community-oriented schools, such as-- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.	Program Assurances	

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

**Part 2: Statutory Requirements**

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

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

**Part 3: Statutory Assurances**

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

**Part 4: TEA Program Assurances**

#	TEA Assurance Description
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than <b>February 1, 2011</b> . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: 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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<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
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 <u>transformation model</u> , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.             <ol style="list-style-type: none"> <li>A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.</li> <li>B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</li> <li>C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</li> <li>D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:                 <ol style="list-style-type: none"> <li>1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>2. Are designed and developed and with teacher and principal involvement</li> </ol> </li> </ol> </li> </ol>		

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



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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4A—Program Abstract</b>		
<b>Part 1: Grant Eligibility</b>		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
<b>Identify which timeline the LEA/Campus the applicant will implement.</b>		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
<b>Part 2: Grant Program Summary.</b> Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The faculty and staff at Burns Elementary believe highly that it takes a village to raise a child and that each and every member of our community is essential in the education of our children. So it was with this belief that the Site Based Decision Making (SBDM) team undertook the task of designing a program that would include all staff members, the community and parents and would ensure that the education of our children remained our number one priority. The program goal would ultimately be increased student achievement attained with the help of professional development (PD) to enhance teacher's fidelity to instruction; researched based activities provided with assistance from outside consulting firms; active parental involvement; Response to Intervention (RTI); and data disaggregation to drive instruction. In addition, the intent is to use the short-term investments effectively so that there will be long term benefits and sustainability. In order to initiate the process of realizing our goal, the Comprehensive Needs Assessment (CNA) was conducted, and specific areas of need were identified and prioritized. The areas in most need of change for all students as indicated by the <b>decrease</b> in school-wide test assessments (TPRI/Tejas Lee; TAKS reading, math and science; Stanford and Aprenda tests) were as follows: reading (specifically vocabulary and critical thinking skills) and math (problem solving, vocabulary, and reasoning); the gap in academic performance between our at-risk population (bilingual and special education students) and our regular population (<b>AEIS</b> report, and <b>PEIMS</b> Snapshot); the lack of data-driven instruction and alignment between grade levels as evidenced in AEIS report from the previous five years; empowering parents in the school (parent survey); the need for training and support in the use of technology (<b>School Technology and Readiness Chart</b>); the quality of learning versus the quantity of learning time (teacher/student survey) and PD to support the staff in the transformation of our educational system. When examining the specific gaps in our school community, we also needed to identify weaknesses that might inhibit the process of change. Some of these weaknesses included lack of parental involvement (parent meeting agendas and sign-in sheets); deficiency of student experiential experiences and low achievement (student survey, AEIS Report Card); <b>low</b> attendance and <b>high</b> student <b>mobility</b> (PEIMS); staff rigor and ritual (Needs Assessment Survey); lack of teacher training for new methodology; and lack of differentiated instruction. <b>Burns Elementary</b> has a low staff turnover, and the average years of teacher experience is roughly seventeen and a half years (AEIS Report). Many of these teachers have not had the opportunity to experience new methods and philosophies of teaching, and therefore need job embedded pd to learn how to differentiate instruction. The hesitation toward making changes has kept many of the staff from utilizing quality, scientifically researched instructional tools. Our goals will specifically address these gaps and obstacles by providing high quality assistance in professional development, including: disaggregating data, technology learning with support, and aggressive reform in providing teachers with the necessary skills to address a variety of learners through comprehensive instructional programs. In addition, increasing the quality of learning time by extending not only the instructional day through extended day enrichment programs, but also by providing the tools for the teachers and support staff necessary for making time on task effective will ensure that every student is given equal opportunity to be successful in the least restrictive environment possible. Research shows that extending the time for students who need it most can improve learning and effectively close the achievement gap between poor and minority students and their more affluent peers (The Chalkboard Project). Bridging the gap between what has always been done and what needs to be done takes innovative, creative, and aggressive reform and also presupposes a clear commitment by the entire faculty. The program design assumes that all students can and will have the opportunity to be successful in and outside of the classroom.</p>		



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<b>Part 1: Comprehensive Needs Assessment</b>																	
<b>Section A: Campus Grade Levels</b>																	
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	170	150	157	171	174	161	164								1147		
Open-Enrollment Charter School															0		
<b>Total Students:</b>	<b>170</b>	<b>150</b>	<b>157</b>	<b>171</b>	<b>174</b>	<b>161</b>	<b>164</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1147</b>		
<b>Total Instructional Staff</b>														<b>56</b>			
<b>Total Support Staff</b>														<b>79</b>			
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>																	
<b>1</b>	Academic Excellence Indicator System Report (AEIS) for 2005, 2006, 2007, 2008, 2009 TAKS Summaries for TAKS, TAKS A, TAKS M, TAKS ALT																
<b>2</b>	Public Education Information Management System (PEIMS) Snapshot																
<b>3</b>	Title One Help One Student To Succeed (HOSTS) Data 1996-2009																
<b>4</b>	Response to Intervention Log/ Referral Log																
<b>5</b>	2009-2010 Needs Assessment Surveys provided by Assessment, Research, and Evaluation Department (ARE)																
<b>6</b>	Technology Survey (STAR Chart)																
<b>7</b>	Norm Referenced Test/Stanford and Aprenda Results																
<b>8</b>	Texas Primary Reading Inventory (TPRI)/Tejas Lee Beginning, Middle, and End of Year Reports (BOY,MOY,EOY); Pre-Kindergarten Circle Phonological Assessment of Language and Literacy Skills (CPALLS); 2008, 2009																
<b>9</b>	CSCOPE Assessments 2009; District Benchmark Results 2009																
<b>10</b>	Bilingual Status Report including Texas English Learners Proficiency Analysis System (Telpas), Cluster comparisons, AMAOS; PBMAS																

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section C: Process</b> Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</b>		
<p>A Comprehensive Needs Assessment (CNA) was done prior to the development of the Campus Action Student Achievement Improvement Plan (CASAIP). The faculty and staff, through site based decision making teams (SBDM) have been asked for input in the development of the CASAIP. A committee consisting of lead teachers, administrators, parents, support staff and community members was assembled to disseminate the information regarding school reform and assign CNA areas to be discussed, researched and prioritized. The need for aggressive campus reform and the choosing of philosophies and programs came up for discussion in the committee. The actual purpose of the CNA was clarified so that the committee would have a clear vision of what the campus and the district would need to implement in order to <b>improve student achievement, teacher effectiveness and overall school success</b>; and to effectively use these short-term investments to ensure long-term sustainability. District level personnel provided a variety of needs assessment tools, including the NCLB Program Series, to completely create a school profile based on the strengths and weaknesses of the school, students, faculty, community and administrative staff. The following reports were used to identify critical need areas: AEIS Reports for the past five years; PEIMS snapshots; TPRI/Tejas Lee BOY, MOY, EOY; Bilingual Telpas, AMAOS and PBMAS reports (bilingual office); <b>Title One HOSTS</b> End of Year Data; and needs assessment surveys (ARE). The CASAIP is a living document and as such should continue to change as the data is reviewed and disaggregated. To facilitate this process, a checklist is provided to ensure that the activities are monitored, reviewed and modified as needed to ensure the success of the program goals. Teachers will collaborate, plan and participate in professional development with-in and across grade levels to ensure CASAIP activities are in place. Administrator walk-throughs will serve to provide documentation that a research-based, vertically aligned academic standard is meeting the needs of all students. Furthermore, the campus literacy coach will provide feedback and an increased opportunity to use formative and summative assessments to meet the academic needs of individual students, thereby enhancing the effectiveness and sustainability of the plan.</p> <p>Student, parent and staff surveys were provided by the Assessment, Research and Evaluation (ARE) department administrator in the district and all faculty and staff, parents and 3<sup>rd</sup> -5<sup>th</sup> grade students were asked to participate by answering the questions posed on the survey. Results of the surveys were obtained from the ARE department and analyzed for areas of needs and strengths. With the collaboration of the staff, educational initiatives were set in place for implementation in the fall. The staff met by grade levels to discuss opportunities for family involvement and to propose these changes. In academic areas, teachers analyzed current programs and strategies with the intent to make specific suggestions to enhance instruction and to "bridge the gaps" (NCLB Act). The information from the grade levels was analyzed statistically using TAKS scores, NRT, TPRI/Tejas Lee and surveys. A parent meeting was held on May 11<sup>th</sup>, to discuss the TTIPS grant (school reform) and obtain input from the parents and other community members concerning parental and community involvement. Students in grades 3<sup>rd</sup>-5<sup>th</sup> completed an on-line survey as part of the data gathering process and this tool was used to examine the specific needs of the students.</p> <p>The LEA provided an opportunity to all campuses to view a variety of vendor products and programs that enhance teacher and leadership quality. During these presentations, questions were answered concerning support, empowerment, student directed learning, professional development, technology, implementation, and data and curriculum alignment. This information was brought back to the campus leadership team for further clarification of needs. Based on the information gathered from the comprehensive assessment, the strengths and needs of the campus were determined in the areas of curriculum, instruction and materials; student achievement; staff effectiveness; parent and community involvement; and facilities. Areas were ranked in ascending order with the "needs improvement" at the top of the list followed by strengths in that particular area. The prioritized results of this comprehensive assessment became the driving force and the basis upon which Burns chose the school wide program to implement reform to ultimately enhance student achievement.</p>		

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>			
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>			
<b>1</b>	Campus Administration: principal, assistant principals and facilitator		
<b>2</b>	Lead Teachers: Pre-K Through 5 <sup>th</sup>		
<b>3</b>	Parents		
<b>4</b>	Community Member		
<b>5</b>	Students 3 <sup>rd</sup> –5 <sup>th</sup> grade		
<b>6</b>	Central Office Staff including Area Assistant Superintendent, Curriculum and Instruction Specialist, Professional Development Administrator		
<b>7</b>	Assessment, Research and Evaluation Department		
<b>8</b>	Bilingual Department		
<b>9</b>	Special Programs staff including Nurse, Art, Special Education, Music, Title One Reading Specialist, Reading Coach, Librarian, Physical Education,		
<b>10</b>	Support staff including instructional teacher assistant, counselors, parent liaison		

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<b>Part 2: Project Management</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Capacity</b> -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>BISD, home to over 48,000 students and close to 7,000 employees, of necessity has a broad infrastructure designed to support its 36 elementary campuses, 10 middle schools, 5 high schools, and 4 alternative/school of choice campuses, although it simultaneously boasts a below-state average of administrative costs (BISD: \$6.93; State: \$11.05; 2006 FIRST data). The District does have highly capable, efficient, and effective support personnel to work with campuses in finance, curriculum and instruction, supplemental services, transportation, food services, health services, etc. BISD's organizational chart, in addition to the departments necessary for the functioning of a Texas ISD, maintains the following departments that exist mainly to support campuses and students: Federal Programs, State Comp., Migrant Education, Advanced Academics, Assessment/Evaluation/Research, Bilingual Education, Career and Technical Education, Special Services Department, Dyslexia, Fine Arts Department, Guidance and Counseling, Homeless Youth, RTI, Instructional Technology, Parental Involvement, Police and Security Services, and Wellness. The District is organized under the Cluster/Feeder school concept. Elementary school students feed into middle schools in their geographical section of Brownsville and the middle school students then feed into the high schools in their zone. Currently, BISD has 5 high schools: 2 middle schools feed into each of those and 7-11 elementary schools feed into the 10 middle schools. Each cluster of elementary, middle, and one high school is served directly by an Area Assistant Superintendent, and each cluster is identified by its High School's name. Thus, BISD is comprised of the Hanna, Lopez, Pace, Porter, and Rivera cluster schools. Additionally, the Curriculum and Instruction Department has 5 ELA, 5 math, and 5 science curriculum specialists who each serve one of the clusters. The Bilingual Education, Advanced Academics, Special Services, and Human Resources departments also have personnel (lead teachers or specialists) each individually assigned to one cluster. Accordingly the District is organized in a manner that facilitates the provision of adequate resources and related services to support the campus in its reform efforts. The infrastructure is, of its very nature, designed to help the campus fully and effectively implement the required activities of the school intervention model selected, Tier 3 Modified Transformation. Curriculum and instruction ELA, math, and science specialists are experts in their fields. Additionally they attend all state training sessions and in many cases, are trainers of trainers in the TEKS review and CScope curriculum and instruction model. They are knowledgeable about all the intricacies of the TAKS, are industriously staying on top of each piece of end-of-course information and legislation, are highly competent in the disaggregation of assessment data, and are conscientious about obtaining resources, manipulative, and technological advancements for each student population served by BISD. These curriculum specialists, as well as the lead teachers in Bilingual Education and Advanced Academics are required to be on the campuses they serve Monday through Thursday of each week. They design their services in collaboration with the Cluster Area Assistant Superintendent and the campus leadership team, principal and dean of instruction or instructional facilitator. They model lessons, do walk-throughs, meet with teachers for collaborative planning and/or as per individual need, help with the disaggregation of data and train teachers in the use of data. Additionally, the District has approximately 5-6 locations for TETN video conferencing (via Polycom). This has greatly enhanced BISD's capacity to stay up-to-date and participate in state and regional Service centers training sessions and conferences without participants having to travel long distances. It also enhances the capacity to have more individuals receive first-hand information. Of significant importance as well is the role that the At-Risk and Federal Programs departments play in supporting schools. These departments' expertise in meeting federal and state guidelines is shared both horizontally and vertically with the schools and the other BISD departments serving the schools. The BISD high schools have made significant gains in reducing drop-out rates mainly because of the support systems that these programs have initiated. Each high school campus currently has its own drop-out prevention specialists, a parole officer, a Communities in School liaison, and an at-risk counselor. These individuals are trained by and meet with district administrators on a regular basis. Campuses thus have empowered staff members focusing on these components for critical successful school reform. Probably BISD's greatest resource for campuses is the high level of commitment on the part of each and every staff member and the widespread and deep-rooted sense of community.</p>		

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<b>Partnership/Involvement of Others</b> – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>The Brownsville Independent School District consulted with all relevant stakeholders regarding this application and the proposed implementation of the school intervention model: Tier 3 Modified Transformation. The BISD Board of Trustees was presented with the parameters of the grant, the qualifying criteria, and the TIER 3 Modified Transformation Model. This occurred at the regular Board meeting of April 20<sup>th</sup>, 2010. BISD Board meetings are all televised live via the BISD KBSD television station, Cable 17. Additionally, Board meeting reruns are aired every Saturday, Sunday, and Monday evening at 7:00 pm. This means that all community viewers with cable have been exposed to the information. Also, on Monday, April 19<sup>th</sup>, the grant eligibility, parameters, and model were discussed with the District's Educational Improvement Council. This body is comprised of teachers, administrators, campus support staff representatives and community/business members as per policy requirements. Thereafter, on Thursday, April 22<sup>nd</sup>, Thursday, May 6<sup>th</sup>, and Thursday, May 13<sup>th</sup>, the Superintendent of Schools presented all grant components to parents, community members, and business representatives at his "Coffee with the Superintendent" events.</p> <p>Because BISD schools are divided into cluster groups (as per campus zones) with one high school in each cluster, its 2 feeder middle schools, and the 7-10 elementary schools feeding into each of those middle schools, the entire Brownsville community has had the opportunity to provide input and learn and understand the magnitude of this grant opportunity. The April 22<sup>nd</sup> community event included all schools within the northern and northeastern sections of town. The May 6<sup>th</sup> event included all schools in the southern and southeastern segments of Brownsville. The May 12<sup>th</sup> morning coffee covered schools in the west section of the school district's borders. These Superintendent's Coffee events are conducted in both English and Spanish in accordance with the needs of the District's clientele. All district-level stakeholders discussed above have heartily endorsed the grant opportunity. All stakeholders concur that the BISD grants be submitted as Tier 3 Modified Transformation with no need to remove principals.</p> <p>Parents are an integral part of our learning community and play a key role in the instruction of their children. It was with this philosophy that the LEA and campus undertook the task of informing our community stakeholders of the proposed school intervention model. The LEA was able to notify the public sector of the proposed plan through the use of our local school television (KBSD), the local newspaper, community coffees with the superintendent, and parent meetings at our local campus. Prior to the parent meeting, a survey was obtained and sent home with the students to gather input from the parental community. This input was then given to the SBDM leadership team to be used in the identification of weaknesses for the Campus Needs Assessment. The leadership team also presented a short concise overview to the parents of the intervention model and the impact it would have on student achievement, teacher and leadership effectiveness, and the vital part that parents play in their child's education. Parental involvement in the decision making process is crucial in the paradigm shift. Lack of parental involvement is the biggest problem facing public schools today and the more intensely parents are involved, the more beneficial the achievement effects will be. Through the parental and community involvement process we can tap into a wealth of resources that will prove invaluable to the process of change. In addition to the SBDM meetings and the grade meetings where information was shared, a link was placed on our official school website to allow community, staff and student access to the information regarding the school intervention model. The leadership team was made available for questions regarding concerns about restructuring, clarification of requirements, and suggestions for implementation of change.</p> <p>The students in third through fifth grade completed an on-line survey about their school experiences. This survey was used in the CNA process. During the completion of the survey, the students were given the chance to ask questions concerning the school reform and the grant process.</p>		

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<b>Management of Grant Activities</b> – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>Brownsville Independent School District's policies and procedures are an integral part of its operational efficiency and as such, are well-defined and delineated. Some, such as graduation requirements, promotion/retention requirements, grading procedures, attendance, and state requirements (SSI, OEYP), campuses adhere to strictly and changes occurs when a state mandate is in effect or when the Board of Trustees approves administration's recommendations for change. For example, BISD's grading procedures and its secondary Course Listing Guide are reviewed annually. That initiative is begun at the District level in the department of Curriculum and Instruction. Department personnel request feedback from campuses regarding recommendations for change. Meetings are held in which recommended changes are discussed (district and campus leadership teams) and consensus is reached. The agreed-upon changes are then submitted to the Board of Trustees (at a regularly scheduled meeting) for endorsement. The LEA will modify any practices and/or policies to ensure full and effective implementation of the Tier 3 Modified Transformation Model accordingly. Cluster Area Assistant Superintendents will work in collaboration with their campuses and the appropriate BISD Main Office department to provide the needed research and support behind a request for a practice/policy change. The Board of Trustees is supportive of research-based initiatives that significantly improve services to students and enhance their on-grade-level academics, their graduation rates, and their preparedness for college/work force readiness. Simultaneously, BISD provides a significant level of empowerment to campuses in deciding the daily operations of their sites and in the implementation of success-driven research-based initiatives. <b>Burns</b> set its own extended day/extended week and zero-period schedules as to dates and times based on students' needs. They have flexibility in the budgetary process and make decisions regarding placement of state, local, and federal monies in instructional categories, which will impact their areas of need as indicated by their annual comprehensive needs assessment priorities setting process. Thus, some Burns may devote more budgeted funds to extended day and/or week services to students while others may elect to use significant chunks of funds for professional development/training in subject-specific pedagogy, differentiated instruction, or a deeper understanding of the community served by the school. Funds are available for ongoing, high-quality, job-embedded professional development, for staff collaborative planning time, for flexible time for teachers to work at disaggregated of data, and for home visits to families of students in need. Burns makes the decisions as to where the budget allocations for the site are to be placed. Additionally, they have the flexibility to make budget changes as needed throughout the year in the event that changes are needed due to course corrections discovered via the monitoring of the campus improvement plan. As stated, it is one of the functions of the Cluster Area Assistant Superintendent to support Burns, provide guidance to them, and facilitate their requests for assistance and building capacity. In the area of Human Resources, BISD principals recommend staff for promotion, extended day/week services (with compensation at \$35/hour), non-renewal and hiring. The Burns leadership team engages teacher committees when searching out candidates for hire, and BISD also uses Burns teacher committees' input in searching for a new campus principal. In the area of curriculum and instruction, BISD's curriculum is Regional Collaborative C Scope. Burns has flexibility and is highly encouraged to supplement that curriculum source with lessons, activities, and materials designed to meet all students' needs, especially the LEP and special education students. Burns sets its own benchmark testing schedules and are provided some flexibility in implementing the district benchmark schedule also. Each campus decision regarding benchmark testing must be made in light of how the data will drive instruction and whether or not the testing results in significant interventions which students respond to positively and that have immediate impact on success. Burns will align with the district and follow all policy and procedures set forth to change what is necessary to ensure the proper implementation of the <b>Tier 3 Modified Transformation Model</b>. The Burns leadership team along with the staff will meet every six weeks to analyze and review policy, monitor, and then modify or make budget changes as needed to guarantee success of the activities of the CASAIP and student achievement.</p>		



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<b>Resource Management</b> – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>The Brownsville Independent School District has a long and successful history of aligning all resources, federal, state, local and community, to its efforts of support for campuses in improving instruction and achieving educational excellence. Currently the District has already achieved a significantly high level of alignment of resources to need. With all five high schools on Stage 3 AYP due to graduation rates, it became clear approximately two years ago that a new model for addressing graduation rates was needed. A task force was formed, and its recommendations were funded by pooling resources. The State Compensatory budget allocated funds to each campus to hire not only an at-risk coordinator but also an at-risk counselor. The campus at-risk coordinator (State Compensatory funds), PEIMS supervisor (local funds), attendance liaison (Title 1 funds), and at-risk counselor (State Compensatory funds) work as a team recruiting students, re-engaging dropouts, and targeting students who are at-risk of dropping out for immediate and deliberate fast-track interventions. All of these also work closely with the District at-risk coordinator who shares best practices, research-based findings, and effective ways of re-engaging students in schools. Additionally, a Memorandum of Understanding with the District has enabled the local Juvenile Justice Department to station probation officers at each of the five high school campuses at no cost to the District. One last contributing entity to this endeavor is a "Communities in Schools" social worker on each campus who also works with these disadvantaged students and their families. A high level of coordination is required to ensure that each of these entities is working with, and not against other activities and is not duplicating efforts, of other entities and the team as a whole. Success is measurable. Dropout rate has decreased .2%, graduation rates have increased 4.4%, and completion rates are up 3.8%. Another evidence of aligning resources is the BISD Dual Enrollment program. The University of Texas at Brownsville has greatly reduced fees for BISD students participating in dual enrollment courses. Because BISD pays all expenses, books, tuition and fees, this is a significant contribution on part of the University. Currently, approximately 3,050 BISD high school students are taking a total of 4,500 dual enrollment courses. The annual Superintendent's Scholarship Golf Tournament brings in approximately \$100,000 for scholarships for high school seniors. Golf participants are mainly community architects, construction companies and bank employees in addition to a wide variety of other community members. The Adopt-A-School Program is also alive and well in BISD and community restaurants, stores, and even elected officials share financial and personnel resources with the BISD campuses that they adopt. In return, one can view students' art-work, poetry, and compositions when frequenting these public entities.</p> <p>In retrospect, the campus alignment of resources is done within the boundaries of the District efforts; however, <b>Burns Elementary</b> has an additional promising practice that matches community members with students in an effort to mentor those who are at risk of reading failure. <b>The Help One Student To Succeed (HOSTS)</b> program (Title One) has a longstanding tradition of excellence within the nation and the lab at Burns is the only remaining lab in the District. Community members and fifth grade students are asked to volunteer thirty minutes a week to mentor a child. The program is prescriptive, diagnostic and individualized in such a way as to ensure success. An average 76% of the students are exited from the program after one year of instruction. However, though we have quality volunteers, there is a need for quantity. In addition to these resources, members of the local private Catholic High School also volunteer weekly to mentor students in our Dyslexia program. Furthermore, the Reading First Initiative focuses on the five reading components and therefore has an abundance of resources to draw upon. These resources include professional development for the following areas: reading academies grades K-5; reading readiness for Pre-K and Kinder; effective differentiated instructional practices, classroom management and Response to Intervention (RtI). The Florida Center for Reading Research also provides materials and activities to supplement the reading program. However, supplemental math resources are in low supply and student math scores have declined over the years. Finally, in alignment with the District, we have many adopt-a-school partners that assist with student achievement (Winterhaven, Honeydale, PUB, HEB, What-a-Burger, Denny's, Chili's, Jason's Deli and the Gladys Porter Zoo).</p>		

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<b>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The Campus Grant Project Manager position will be advertised with prerequisite qualifications and a job description posted as is the case with all BISD hires. Human Resources posting timelines and requirements will be met as well as timelines and procedures for recommendation for hire. The position of Grant Project Manager will require the following qualifications:</p> <ol style="list-style-type: none"> <li>1) Masters' Degree in Education;</li> <li>2) Experience with budgets, budget amendments, budget changes;</li> <li>3) Experience with supervision of instruction/programs;</li> <li>4) Experience with using data to identify whether research-based and vertically aligned program is effectively meeting campus, state and local standards and goals;</li> <li>5) Experience with analyzing data and teaching staff to analyze formative, interim, and summative assessment data and use results to inform and differentiate instruction in order to meet the academic needs of individual students;</li> <li>6) Experience with planning for and ensuring that all technical assistance from SIRC and other support agencies is on target, intense, laser-like, and precise according to campus needs;</li> <li>7) Experience with formative and summative assessment models, multiple observation-based assessments, etc and tools of high quality and which reflect the student-growth factors; and</li> <li>8) A deep understanding of the community served by the school.</li> </ol> <p><b>The Campus Grant Project Manager will be required to:</b></p> <ol style="list-style-type: none"> <li>1. Ensure that all grant activities are administered in accordance with all applicable statutes, regulations, program plans, and requirements.</li> <li>2. Meet all local and state imposed reporting and evaluation deadlines.</li> <li>3. Cooperate in carrying out any and all evaluation components required by TEA, make reports and back-up information available to all sponsoring agencies, and maintain records as required.</li> <li>4. Conduct formative and summative evaluations to ensure that:             <ul style="list-style-type: none"> <li>• Training and mentoring activities are developing and increasing teacher and school leader effectiveness;</li> <li>• Multiple observation-based assessments of performance and ongoing collections of professional practice reflect student achievement and increased high school graduation rates;</li> <li>• Ongoing, high-quality, job-embedded professional development is aligned with the school's comprehensive instructional program;</li> <li>• All financial incentives, increased opportunities for promotion/career growth, and flexible work conditions being implemented in a manner that recruits and retains highly qualified staff with the skills necessary to meet the needs of students;</li> <li>• Monitor established schedules that provide increased learning time as per grant requirements;</li> <li>• Monitor ongoing mechanisms for family and community engagement as per grant requirements; and</li> <li>• Monitor follow-up training in subject area TEKS, technology, advanced coursework, credit-recovery programs, etc. for fidelity to plan and impact on student success.</li> </ul> </li> <li>5. Attend all orientation meetings, technical assistance meetings, and other periodic meetings and/or conference required by SIRC and/or TEA pertaining to grant implementation and pertaining to the sharing of best practices.</li> <li>• Facilitate and help coordinate collaborative efforts between District and the campus.</li> </ol>		



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<p><b>LEA Support</b> – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.</p>		
<p>BISD will structure the office of the Area Assistant Superintendent of Cluster Schools to support the campus school improvement efforts. The District is organized into the Cluster/Feeder school concept. Elementary school students feed into middle schools in their geographical section of Brownsville and the middle school students then feed into the high schools in their zone. Currently, BISD has 5 high schools, 2 middle school feed into each of those, and 7-11 elementary schools feed into the 10 middle schools. Each cluster of elementary, middle, and one high school is served directly by an Area Assistant Superintendent. This Cluster Area Assistant Superintendent will be the grant's shepherd-the district-level individual who will ensure that the campus has the support and assistance needed to build capacity and ensure that these grant funds are used to implement, fully and effective, the required activities of the Tier III Modified Transformation reform model. The Cluster Area Assistant Superintendent reports directly to the Superintendent of Schools, thus facilitating communication regarding program needs and removing any barriers that layers in an organizational chart often imply. This Cluster Area Assistant Superintendent has first-hand access to Federal Programs, State Comp., Curriculum &amp; Instruction, etc. program administrators which will greatly enhance the individual's ability to provide adequate resources and related support to the campus. Furthermore, this individual participates in all BISD Board of Trustees meetings and has the right/first-hand access, under the approval of the Superintendent, to submit recommendations to the Board of Trustees. This will greatly facilitate any policy or procedural changes and/or budget changes incumbent on the grant's full implementation of a rigorous high-powered reform model. This individual has a first-hand working knowledge of the Brownsville community, serves, at the will of the Superintendent, on a variety of district and local committees, and relates to all levels of stakeholders, students, parents, teachers, support staff, business and community members, on nearly a daily basis. The Cluster Area Assistant Superintendent will be the individual who 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. This person will also shepherd the campus in its analysis of its needs, ensure that its comprehensive needs assessment process results in the delineation of priorities, and that the delineation of priorities is transformed into operative goals and objectives which mirror a deep and lasting reform of all components of the school. This District Shepherd will be the go-to person at the District level for support, encouragement, resources, redirection, and inspiration for deep-seated reform. The Cluster Area Assistant Superintendent will work very closely with the campus principal and the instructional leadership team to develop and increase teacher and school leader effectiveness. The District Shepherd will help inspire staff and model high expectations for student achievement, professional practices, research-based best practices strategies, and vertical alignment of curriculum from grade level to grade level. This individual will be an expert in collaboration, instructional management, use of data to drive all campus decisions, job-embedded professional development, differentiated instruction, and laser-like school reform. This individual will be an individual with successful campus instructional leadership experience as well as an individual with a heart firmly implanted in the Brownsville community and its most valuable resource, its children. In summary, the District Shepherd is invested. The individual views this role as an integral part of the job responsibilities, feels responsible for the transformation process, has a direct line of contact with the Superintendent, has authority to influence central office departmental procedures, has experience as a building principal, views self as a positive change agent, and possesses effective communication skills. Roles and responsibilities include: 1) ensuring that the campus is provided operational flexibility, 2) providing for the effective implementation of all components of the transformation process, 3) monitoring the progress of 90-day action plans, 4) regularly communicating with and scheduling meetings with the transformation campus, 5) removing LEA barriers that may hinder the transformation process, 6) providing support and feedback to the principal and teacher leaders when needed or requested, 7) taking an active role in problem-solving with the principal and teacher leaders, 8) attending campus leadership meetings, 9) assisting in recruitment of qualified staff, and 10) assisting in increasing parent &amp; community involvement and positive school culture.</p>		

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<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>The Brownsville Independent School District has the capacity to sustain the campus reform efforts after the grant funding period ends. With nearly \$28,000,000 in Title I Regular funding and \$45,000,000 in State Compensatory funds generated yearly, the District has a strong foundation for supporting campuses and their initiatives, both past, present, and future. Additionally, BISD's current tax collection rate is 98% and average ADA stands at 96.1%. Although the District, like all of those across Texas, uses a variety of funding sources to support District initiatives most of the District's categorical funds are distributed to campuses based on pupil allocation. Therefore, Burns receives local, state, and categorical funds which they control and appropriate to the needs as prioritized by the annual Comprehensive Needs Assessment (CNA) process. Burns is allotted the funds to ensure that, at the end of the grant period, initiatives, activities, and strategies which have proven successful in increasing on-grade-level assessment results, increasing graduation rates, and decreasing absentee rates, will continue to be funded. Many district initiatives already exist which provide funds to increase course offerings, lower class sizes, and significantly impact many of the Critical Success Factors (CSF) fundamental to this grant initiative. With regard to those CSFs, it is noteworthy to indicate that BISD currently operates its programs and systems in alignment with the grant's CSFs and will continue to do so after the grant period because BISD bases its initiatives and decisions on research-based scientifically relevant data. Examples follow. <b>1)</b> BISD aggressively improves <b>academic performance</b> through the use of data driven instruction as is evidenced by its 2009 BROAD award. Curriculum alignment, both vertical and horizontal, is systematized through the use of the Texas Regional Collaborative CSCOPE curriculum. BISD was one of the first to implement CScope in math, science, ELA, and social studies. CSCOPE based walk-through forms are an integral component of the instructional program which enables instructional leaders to document teacher observations and provides an opportunity for immediate feedback, responds to questions and requests for further assistance and/or clarification. <b>2)</b> Classroom teachers have a great multitude of opportunities for professional development annually but it is always the campus and individual teacher decision to select growth opportunities which meet the priorities of the CNA. Most recently, BISD has become the recipient of the Math Instructional Coaches grant whose main component is on-going job embedded professional development. All state issued TEKS revision professional developments are turned around at the District level and provided to all content specific teachers, Pre-K-12<sup>th</sup>. <b>3)</b> Additionally, District instructional leadership teams are constantly involved in on-going PD and increased learning of resources/data utilization strategies. <b>4)</b> BISD <b>uses quality data to drive instruction</b>, which is evidenced in its use of benchmark testing, the Texas Math and Science Diagnostic System database, and WebCATT software. There is a need for Burns teachers to understand how the data is collected through these and a variety of other instruments (TPRI, Tejas LEE, CCPALLS), how to group/regroup for Tier 2 or Tier 3 instruction based on the data, and effectively use this information to differentiate instruction for the student and to ultimately improve student achievement. Software and hardware at the District level facilitate access to results so that those results can drive instruction and on-going communication in the collaborative planning of instruction, remediation, and acceleration. <b>5)</b> Burns has budget-limited opportunities for <b>increasing learning time</b> via the use of after school tutorials, Saturday academies, and other calendar modifications which enhance instruction. <b>6)</b> Improving school climate and increasing parent/community involvement are also annual goals in each campus's annual Improvement Plan. A parent liaison on each campus as well as a great variety of chess, art, photography, bible study, environment clubs, student councils, and parent support groups already greatly enhance advances in both of these areas. Unlike other campuses in the district, Burns is limited in extracurricular activities. However, the school does participate in chess, University Interscholastic League (UIL) competition and ballroom dance.</p>		

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<b>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Brownsville Independent School District requires all external providers of services or products to either respond to an RFP, RFQ, or be on the state's approved vendor list. Therefore, Region XIII's School Improvement Resource Center, as a state-approved vendor, has already met the criteria of rigor, research-based, and quality demanded by the grant's specifications. The same applies to the Region I Educational Service Center menu of support offerings. Vendors already on the District's annual vendor list for services and/or resources have meet the criteria and been screened by the District and board approved for quality, scientifically, research-based best practices. New or proposed vendors will be judged on the following criteria as appropriate to the service/product:</p> <ol style="list-style-type: none"> <li>1) Research-based;</li> <li>2) Vertically and horizontally aligned to next grade level and state/local standards;</li> <li>3) On-going, job embedded professional development included;</li> <li>4) Technologically appropriate to students' daily experiences and lives;</li> <li>5) Aligned to C-Scope, Advanced Placement, Dual Enrollment, etc. current district initiatives;</li> <li>6) Formative, interim, and progress-monitoring assessment components contained within product/service as relevant;</li> <li>7) Intensive technical assistance and related support built-in;</li> <li>8) Unique and specific needs of specific populations (LEP &amp; Sp. Ed) addressed at a highly visible and effective level; and/or</li> <li>9) Provision of appropriate social-emotional and community-oriented services and supports for students via local</li> <li>10) presence and significant history of successful endeavors.</li> </ol> <p>As with all other purchasing processes, grant external providers will be processed through the BISD Purchasing Department and in compliance with BISD Policy as well as all pertinent state and federal guidelines. Memorandums of Understanding will be reviewed by BISD Legal Counsel and recommended by Administration for approval of the Board of Trustees. No purchase of goods or services will occur outside the grant specifications and BISD's policies and procedures. Grant funds will only be expended in compliance with all pertinent local, state, and federal guidelines. The campus Area Assistant Superintendent or District Shepherd will facilitate these processes for and with campuses entrusted to his/her care. The District will waive procedures, such as an annual bidding process for external providers, instructional materials, and/or consultants, so that more than one bid process occurs within a year's time span. This will facilitate campuses' engagement of vendors and providers and will greatly reduce time spent in moving through the organizational structure for receipt of goods and services. Vendors will be recruited through a great variety of avenues: website, KBSD BISD Instructional Television Studio, newspaper announcements, and word of mouth regarding successful endeavors of vendors in providing laser-like services to schools in need of reform. In all cases, external providers will ultimately be evaluated against the criteria of research-based, scientifically researched highly successful services to schools and districts.</p>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Site Visits</b> – 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.		
Site visits to other campuses successfully implementing the Tier 3 Modified Transformation model or other initiatives which have resulted in high student performance, extraordinary success with on-grade level instruction (as reflected by TAKS Commended scores) and high levels of success with LEP and Sp. Ed. TAKS scores will be allowed. Sites will be selected by the campus and approved by the campus' District Shepherd based on the following criteria: <ul style="list-style-type: none"> <li>• Percentage of commended TAKS scores by grade level, subject area, and student population;</li> <li>• Historical review of increase of percentage commended TAKS scores by grade level, subject area, and student population (all students, LEPS and Sp. Ed.) over past 3 years (baseline Spring 2007);</li> <li>• Reduction of the gap in state assessment scores for at-risk(Special Ed/LEP) and regular students over a 2-3 year period;</li> <li>• Reduction of the gap between commended state assessment scores of at-risk(Special Ed/LEP) and regular students over a 2-3 year period;</li> </ul> Visitation sites will also be selected based on evidence that the school operates under 7 Critical Success Factors. Web-sites, and literature regarding the campus should be investigated prior to visitation to ensure that: <ul style="list-style-type: none"> <li>• Campus decisions are driven by data, vertical &amp; horizontal alignment is evident, and there is provision for on-going monitoring of instruction;</li> <li>• Teachers are provided on-going job-embedded professional development, and highly qualified individuals are recruited/retained through a variety of effective strategies.</li> <li>• There is evidence that the campus provides a large and varied scope of extra-curricular activities and opportunities for student engagement.</li> <li>• The campus leadership team exemplifies the use of a toolkit of powerful resources such as the operational flexibility, resource and data utilization, and a philosophy of life-long learning through job-embedded professional development.</li> <li>• Teachers have become experts in the desegregation of data and make instructional decisions based on data in collaboration with leaders and colleagues.</li> <li>• Parent and community involvement is visible throughout the school and there is significant evidence of accessibility to community resources and services.</li> <li>• Students have opportunities for increased learning time through Tier II and III instructional segments, after-school tutorials, and Saturday &amp; summer academies.</li> </ul> Once a site has been selected for visitation, permission must be secured from the campus principal as well as the Cluster Area Assistant Superintendent. Dates and times must be agreeable to both groups and visiting participants must complete BISD professional leave paperwork and have it approved prior to departure. Depending on the size of the visiting group and the campus to be visited, as well as the scope of the visit (academic subject or grade level specific versus overall school climate visit), visitors might be scheduled in teams and/or for specific blocks of time. While the details of each visit are dependent upon the desired outcome, the following is a list of possible critical "look for-s" and "listen for-s" during the visit: <ul style="list-style-type: none"> <li>• Are the strategies research-based comprehensive instructional reform strategies?</li> <li>• Do the strategies make continuous use of student data (formative, interim, progress monitoring) to inform instructional decisions such as regrouping, differentiation of instruction, use of technology?</li> <li>• Is there sufficient flexibility and sustained support for implementing the strategies?</li> <li>• Are teachers provided ongoing, intensive technical assistance in implementing the strategies?</li> <li>• Is there evidence that the strategies were provided sufficient financial support for full implementation?</li> <li>• Are staff members committed to the implementation? What is the level of buy-in for impacting student success?</li> </ul>		

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<p align="center"><b>Texas Title I Priority Schools Grant Schedule #4B—Program Description</b></p>		
<p><b>Part 2: Project Management Cont.</b></p>		
<p><b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><b>Lack of Capacity --</b> If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.</p>		
<p>Not applicable.</p> <p>The Brownsville Independent School District does not have any Tier I or Tier II eligible campuses.</p> <p>All 20 BISD Tier III campuses are submitting grant applications.</p> <p>Brownsville ISD has the capacity to serve each campus applying for grant funding and is fully committed to serving each campus awarded a NOGA.</p>		

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<b>Part 3: Intervention Model</b>		
<b>Section A: Intervention Model Selection Process</b>		
<b>Intervention Model to be Implemented</b> – Indicate the model(s) being <u>considered</u> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<input type="checkbox"/> Turnaround  <input type="checkbox"/> Closure  <input type="checkbox"/> Restart  <input type="checkbox"/> Transformation  <input checked="" type="checkbox"/> Tier III Modified Transformation		
<input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model <i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
<b>Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</b>		

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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).

Burns Elementary school is identified by the grant specifications as a Tier 3 campus. Therefore, Burns will use the **SIRC Tier 3 Modified Transformation School Intervention Model** aligned to the **identified needs of the campus**. Burns was a recognized school under the Texas AEIS accountability system in 2009 but scores indicate a decrease in rating for 2010. Furthermore, it is labeled "met AYP" under the federal accountability system (AYP). However, **Burns readily recognizes**: a widening gap between the success rates of its LEP and Special Education populations and the general population; **assessment scores are not on grade level**; and percentage of **commended TAKS scores is below district average**. Looking at the "Big Picture View" of the Transformation model, one realizes immediately that Burns readily identifies with and is well on the way to full implementation of all components: **develop and increase teacher and school leader effectiveness**; implement comprehensive **instructional reform strategies**; **increase learning time** and create a **community-oriented school**; and provide **operational flexibility** and sustained support for school reform. BISD has a very strong and passionate stakeholder commitment to implement the **SIRC/TEA Modified Transformation Model** and has the capacity to implement fully and effectively this model at Burns. BISD will meet and comply with all the required activities of this rigorous intervention model and will expand it with permissible activities for the selected model. All SIRC and TEA Modified Transformation Model components will be met. Throughout the process for selection of a model, the LEA and Burns used the CNA as a driving force behind the selection. It was decided that 1) **Burns' principal is to be retained**. He is a highly committed instructional leader but is only in his 3<sup>rd</sup> year servicing the campus. 2) **Rigorous, transparent, and equitable evaluation systems for teachers and principals will be used**. BISD currently uses the TEA teachers' PDAS system and a district instrument for principals. 3) School personnel will be **rewarded or removed based on student performance**. 4) **Job-embedded professional development** will be provided. 5) There will be more effective and research-based PD in the area of effective instructional strategies for special education and LEP students. 6) Teachers will be trained in the use of a variety of instructional tools, software, mimio interactive pads, and other technology components designed to capture the attention of at-risk learners and a greater level of collaboration will occur regarding services to LEP and Special Education students. 7) Strategies will be implemented to reduce teacher absences and increase student achievement. Burns elementary only lost eight teachers to retirement (1) or relocation (1) and reduction in force due to projected decrease in enrollment (6) at the end of 2009. Staff recruitment is not an issue because District freeze on full time employees (FTE) and current teachers remain on campus. 8) **Data** will be utilized to **identify and implement research-based instructional programs**. In addition to benchmark testing, WebCATT, released TAKS tests, AMAOS, TELPAS, TPRI/Tejas LEE, and PBAS, other data sources will be reviewed and used to develop Tier II and III interventions. 9) SBDM and grade level teachers will **continuously use student data to differentiate instruction**. Teachers will become proficient in the differentiation of instruction to improve academic excellence of each and every child individually. 10) **Increased effectiveness of learning time** through a more comprehensive instructional program, professional development and increased monitoring of student achievement in terms of **extended day, extended week, and extended year, services** will be provided. 11) Ongoing mechanisms for **family and community engagement** will be offered. The campus looks forward to a new initiative with Communities In Schools to strengthen its family and community ties and commitment. The **school will be given operational flexibility**. BISD commits to providing flexibility to operate in a manner needed in achieving first-rate and lasting school reform. 12) **Ongoing technical assistance** will be made available to the campus. **SIRC**, Region I, the District Shepherd, and the departments within BISD are all technical assistance providers and are all committed to Burn's school reform initiative. The **three year reform process/program**, is designed to increase the effectiveness of teacher and campus leaders, improve instruction through targeted professional development, create community-oriented schools, and provide operational flexibility to increase student achievement.



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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Burns Elementary, in conjunction with BISD, will engage in a research-based approach to transform it into a high achieving community-based school. The Texas Transformation Project, under the direction of SIRC, will provide the support, resources, and training needed to enhance the campus' ability to meet all student needs and achieve at higher levels. In addition, Trice Education Resources, Inc. will provide on going coaching, modeling and professional development to continue efforts at school reform.</p> <p><b>I. Year One</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-work</b> has already begun. <b>CNA</b> of the district and campus is a work in progress. The school has elected to <b>retain the principal and all staff members</b> except those who retire, request transfers to another campus, and/or resign and relocate.</li> <li>• <b>Main community partners</b> are <b>SIRC, Region One, and Communities In Schools (CIS)</b>. <b>CIS</b> is integral to the reform effort because they have close personal ties to the school environment and are highly visible in Brownsville. Additionally, Burn's Area Assistant Superintendent is the <b>LEA's designated person</b> who will foster this Transformation Project, provide support for the campus, nurture the campus through the challenges, and be the liaison between the District and the campus. The school already has built-in <b>teacher leaders</b> in the form of grade level chairpersons.</li> <li>• A job-embedded professional development plan for year one will be developed.</li> <li>• Additionally, 5-10 members of the instructional leadership team and the teacher leaders will attend the <b>SIRC summer</b> seminar (July 12-15<sup>th</sup>, 2010). The first 90 day action plan will be completed as required.</li> </ul> <p><b>II. Fall I</b> implementation activities will engrain the reform effort deeply into the campus culture.</p> <ul style="list-style-type: none"> <li>• Burns will work with <b>SIRC and BISD</b> to develop the <b>district and campus snapshots</b>. Results will be <b>disaggregated</b> at the deepest level possible to ensure that data driven instruction is the focal point of every teacher.</li> <li>• Burns will begin the <b>school-wide Positive Behavior Support (PBS) interventions</b> of the <b>SIRC transformational model</b>. The implementation of approaches to improve school climate and discipline will take steps to decrease <b>student disruptive behavior</b> (bullying and harassment) and improve teacher classroom management.</li> <li>• Burns will work with <b>SIRC and Communities in Schools (CIS)</b> to provide enhanced <b>social services support</b> for students, parents, and extended families. This enhanced social services support model will include a school partnership with community organizations to create a safe school environment which meets students' emotional, social, health, and academic needs.</li> <li>• On-site technical assistance by the <b>transformation specialist (SIRC)</b>. <b>SIRC webinars, podcasts and publications</b> will be thoroughly incorporated into every level of <b>job-embedded professional development</b> and will be of particular importance to <b>teacher leaders</b> and the <b>instructional leadership team</b> as they begin <b>collecting observation data</b> to guide professional development and student interventions. Other SIRC resources and technical assistance will be ongoing at the campus in an effort to guarantee improved student success, especially academic success for the campus' special education and LEP students.</li> <li>• Trice Education Resources, Inc. will also begin the process of assisting the school in its efforts at reform.</li> <li>• Specialized supplemental materials and services in the areas of reading (TNT, Great Books, Reading First); math (Math Solutions); and science (Trice) will help close the gap for At-Risk students.</li> <li>• In November, 2010, Burns will complete its quarterly implementation report due to TEA on the date specified.</li> </ul> <p><b>III. Spring I</b></p> <ul style="list-style-type: none"> <li>• Burns will initiate a review of the behavioral data and PEIMS snapshot to analyze PBS implementation, needed course corrections, interventions, and/or plan modifications.</li> <li>• On-line courses will be made available and targeted professional development based on classroom observation data and student data will begin. It is not anticipated that a customized performance management system will need to be established.</li> <li>• On-going support from SIRC and the District Shepherd will continue.</li> <li>• Burns will begin implementation of extended day and week enrichment services for students in grades K-5<sup>th</sup>.</li> </ul>		



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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
An integrated fine arts based program will focus on academics while enriching the fine arts experience.		
<ul style="list-style-type: none"> <li>At the close of Spring I, it will be necessary to re-write the next 90 day action plan. On February 1 and May 1, 2011, the campus will submit its quarterly implementation reports.</li> </ul>		
<b>IV. Summer I</b>		
Leader ship team members will attend a summer training provided by SIRC. The five day summer team training will be quality time for reflecting on goals and objectives. Upon returning to Burns the team, with support from SIRC and the district shepherd, will re-evaluate the 90 action plan, and professional development plans and needs assessments will be reviewed. Based on the data accumulated, plans for classroom interventions for PBS will be developed and a new 90 day action plan will be written. TAKS Spring 2011 test results will be analyzed, disaggregated and the gap in scores for at-risk (Special Ed/LEP) will be reviewed. Increases in TAKS commended score rates will be analyzed. During the first summer session, extended year services will be provided in conjunction with regular OEYP summer school to enhance and continue the fine arts integration begun in the spring. In summary, all District and Burns SIRC snapshot data will be carefully reviewed, analyzed, and evaluated in order to better plan for the upcoming year and its challenges. Burns performance goals will be reviewed and benchmark data collected to ensure that sufficient progress has been made during Year One. The team will then attend the National Staff Development Council Summer Conference.		
<b>V. Fall, Spring, Summer I</b>		
Looped throughout Fall I, Spring I and Summer I will include the following:		
<ul style="list-style-type: none"> <li>Curriculum alignment with TEKS. Burns is a part of the Region XIII CSCOPE Collaborative implementing the CSCOPE Curriculum and continuously works at updating all trainings and CSCOPE revisions. Burns is also part of all formative assessment systems linked to C-Scope and Region XIII.</li> <li>Targeted professional development in technology, outside consultants, face to face training in instructional strategies, and additional job-embedded conferences serve to meet the needs of the priorities determined by the campus CNA and the SIRC district and campus snapshots.</li> <li>Staff incentives and rewards for extending learning time, attending conferences, participating in job-embedded professional development, and taking on a myriad of other duties and responsibilities associated with the grant's implementation.</li> <li>The teacher and principal evaluation system will be analyzed for strengths and weaknesses.</li> <li>Operational flexibility and increased learning time to implement strategies leading to improved student achievement.</li> <li>On August 1, 2011 Burns will submit its End of Year 1 implementation report. TEA will evaluate the LEA/campus performance on annual goals and the meeting of the grant requirements.</li> </ul>		
<b>VI. Fall-Year II</b> will be devoted to implementing revised and updated professional development plans for instructional leadership, teachers, and the staff-as-a-whole.		
<ul style="list-style-type: none"> <li>Classroom level PBS interventions will be implemented and teacher committees/instructional teams will begin the action research projects in alignment with the SIRC timeline.</li> </ul>		
On-line courses will continue and on-site technical assistance by the professional service provider, the transformation specialist, will be on-going. SIRC webinars, podcasts and publications, and other resources and technical assistance will be part of standard operating procedure for Burns and BISD.		
<ul style="list-style-type: none"> <li>Implementation of Extended day/week services will start</li> <li>BISD will ensure that all SIRC Modified Transformation Model components are part of the BISD and campus standard operating procedures.</li> <li>TTIPS campus case management, leadership coaching, and BISD participation in the SIRC District Institute will continue.</li> </ul>		

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<ul style="list-style-type: none"> <li>The 90 day action plan will be completed. On November 1, 2011, Year Two Fall, the quarterly implementation report will be submitted to TEA.</li> </ul> <b>VII. Spring II activities include:</b> <ul style="list-style-type: none"> <li>Continuation of on-line learning, social services support and targeted professional development</li> <li>Collection and review of data for the action research projects.</li> <li>Evaluation of the effectiveness of PBS interventions.</li> <li>Continued professional development and face to face training/follow-up monitoring in instructional strategies including on-site technical assistance, and webinars, podcasts.</li> <li>Vertical curriculum alignment (CSCOPE).</li> <li>Writing of a new 90-action plan.</li> <li>Implementation of staff incentives and rewards for increased student achievement.</li> <li>Constant and consistent monitoring regarding comprehensive formative assessment system.</li> <li>Management of teacher and principal evaluation systems with support from the District Shepherd/BISD.</li> <li>Operational flexibility and learning time to implement strategies for improved student achievement.</li> <li>SIRC district/campus profiles, the CNA and prioritizing of needs will be the basis of each decision made at the campus and district level. Alignment to the campus' performance goals is topmost at the list of activities at all juncture points in reform implementation and formative assessments will constantly be used to evaluate proximity to goals. Depending on the nature and quality of the school reform effort, the principal/leadership competency review process may also be reinstituted to build a pipeline of new leaders. On May 1, 2012, the quarterly implementation will be submitted.</li> </ul>		
<b>VIII. Summer II</b> All activities begin with the 5 day <b>summer team training</b> . Burns leadership team will attend the <b>National Staff Development Council (NSDC) summer conference</b> . Teacher leaders will present <b>initial findings on their action research topics</b> . The leadership committee work will be devoted to intense data process evaluation to measure what has been working, what needs focus, and what course corrections are needed to successfully accomplish school reform. Formative assessments and TAKS Spring 2011 test results will be analyzed and disaggregated. Test scores will be examined to determine whether there has been a <b>decrease</b> in the <b>gap</b> between the scores of <b>regular students, and LEP and Special Education students</b> . Increases in TAKS commended score rates will also be analyzed for all students and each student group. All District and Burns SIRC snapshot data will be carefully reviewed, analyzed, and evaluated in order to better plan for the upcoming year.		
<ul style="list-style-type: none"> <li>On August 1, 2012, the end of year 2 implementation report will be submitted and TEA will evaluate the annual performance goals at Burns Elementary.</li> </ul>		
<b>IX. Fall/ Spring Year III</b> <ul style="list-style-type: none"> <li>Re-administration of the <b>SIRC campus snapshot</b>. On-site technical assistance by the SIRC professional service provider/transformation specialist, and a campus site visit.</li> <li>Case management by TTIPS will be used to upgrade reform efforts as indicated by the snapshot data.</li> <li>Leadership coaching and open access to online professional development will also continue. As during the past two years, Fall III and Spring III will be comprised of continued participation in Webinars, podcasts, publications and all other resources/technical assistance provided by <b>SIRC</b>.</li> <li>Depending on the nature and quality of the school reform effort at this juncture, the principal/leadership competency review process may also be reinstituted to build a pipeline of new leaders for the campus/district.</li> <li>All components of Burns' <b>social services</b> project which support and create community-oriented schools will be firmly in place and institutionalized.</li> <li><b>Positive Behavior Support System</b> should be fully operational and 100% integral to Burns' daily success.</li> <li>Continuation of <b>LEA's</b> personnel participation in the <b>SIRC District Institute</b> with continuing support by the District Shepherd.</li> </ul>		

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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<ul style="list-style-type: none"> <li>• All professional development and technical assistance activities of the past two years will continue in Fall &amp; Spring III. The following will also continue:</li> <li>• Teacher leaders and their committees will finalize their <b>action research projects</b>.</li> <li>• Burns will <b>collect data for the PBS evaluation</b>.</li> <li>• Vertical curriculum alignment (CSCOPE/supplemental materials).</li> <li>• Operational efficiency regarding the comprehensive formative assessment system.</li> <li>• Staff incentives and rewards for increased academic achievement.</li> <li>• Operational flexibility and learning times for implementing strategies leading to improved student achievement which will include extended day/week/year services.</li> <li>• Face to face training and follow-up monitoring in instructional strategies.</li> <li>• SIRC campus/district profiles and the district/campus CNA will remain the driving force for improvement decisions.</li> <li>• Monitoring of all formative assessments will be continuous and constant, and used to evaluate proximity to reaching goals.</li> <li>• On February 1 and May 1, 2013, the campus will submit its quarterly implementation reports to TEA.</li> </ul>		
<b>IX. Summer III</b> The <b>5-day summer team training</b> for 8-10 team members and attendance at the National Staff Development Council summer conference will continue. Evaluations of the district's customized performance management system, the PBS program, the vertical curriculum alignment projects, the formative assessment system, social services support plan for creating community-oriented schools, the targeted professional development, face to face training in instructional strategies, and the support from the LEA will also continue. <b>Culminating activities</b> regarding staff incentives and rewards and the degree to which the campus and district used operational flexibility to increase learning time will also be scrutinized. Intense data review and process evaluation will be conducted. A <b>sustainability plan</b> will be supported by the continuous practice of developing and realigning 90 day action plans. Just as important will be the plan of action to continue to use teacher leaders as dynamic and critical instructional resources to assist other teachers in school reform. On <b>July 31, 2012</b> , Burns will submit its <b>final</b> implementation report to TEA. In <b>summary</b> , Burns and BISD will fully implement all components of the Texas Transformation Project under the direction of and in collaboration with <b>SIRC</b> . The following <b>assurances</b> will be guaranteed: <b>BISD (LEA)</b> 1) Allow new governance arrangements and operational flexibility as needed; 2) Conduct district needs assessments via the district snapshot process; 3) Facilitate the replacement and recruitment of qualified staff at the campus as needed; 4) Support initiatives to increase community and parental involvement; 5) Ensure the placement of social service resources at the campus; and 6) Attend all required meetings and trainings. <b>Burns' Principal (BP)</b> 1) Utilize rigorous and equitable evaluation systems to enhance instructional improvement; 2) Provide high quality job-embedded professional development; 3) Lead the implementation of Positive Behavior Support (PBS); 4) Support and utilize teacher leaders to improve instruction; 5) Implement programs to increase community and parental involvement; 6) Participate in required trainings and online professional learning; and 7) Create and submit 90-day action plans as required by SIRC and the LEA. <b>Burns' Teacher Leaders (BTL)</b> 1) Provide instructional leadership and support to staff via walk-throughs and observations; 2) Facilitate job-embedded professional development; 3) Collaborate with administration in the development of long-range professional development plans; 4) Work in a dual role of teacher and instructional leader; 5) Participate in required trainings and online professional learning; and 6) Conduct action research.		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>			
<b>Part 3: Intervention Model</b>			
<b>Section C: Groups of Participants</b> – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
<b>1</b>	Board of Trustees		
<b>2</b>	Burns Principal		
<b>3</b>	Burns Instructional Leadership Team (Assistant Principals, Instructional Facilitator/Dean of Instruction)		
<b>4</b>	Teachers including ancillary support staff		
<b>5</b>	Support Staff (Instructional Assistants, Custodians, Cafeteria Workers, Office Staff)		
<b>6</b>	Students		
<b>7</b>	Parents		
<b>8</b>	Business Community		
<b>9</b>	Community agencies serving the campus		
<b>10</b>	Students at feeder pattern schools		

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<b>Part 3: Intervention Model</b>		
<b>Section D: Improvement Activities and Timeline</b>		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p> <ol style="list-style-type: none"> <li>1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math           <ol style="list-style-type: none"> <li>A. Data-driven instruction</li> <li>B. Curriculum Alignment (both horizontal and vertical)</li> <li>C. On-going Monitoring of Instruction</li> </ol> </li> <li>2 – Increase the Use of Quality Data to Drive Instruction           <ol style="list-style-type: none"> <li>A. Data Disaggregation/Training</li> <li>B. Data-driven Decisions</li> <li>C. On-going Communication</li> </ol> </li> <li>3 – Increase Leadership Effectiveness           <ol style="list-style-type: none"> <li>A. On-going Job Embedded Professional Development</li> <li>B. Operational Flexibility</li> <li>C. Resource/Data Utilization</li> </ol> </li> <li>4 – Increase Learning Time           <ol style="list-style-type: none"> <li>A. Flexible Scheduling</li> <li>B. Instructionally-focused Calendar</li> <li>C. Staff Collaborative Planning</li> </ol> </li> <li>5 – Increase Parent/Community Involvement           <ol style="list-style-type: none"> <li>A. Increased Opportunities for Input</li> <li>B. Effective Communication</li> <li>C. Accessible Community Services</li> </ol> </li> <li>6 – Improve School Climate           <ol style="list-style-type: none"> <li>A. Increased Attendance</li> <li>B. Decreased Discipline Referrals</li> <li>C. Increased Involvement in Extra/Co-Curricular Activities</li> </ol> </li> <li>7 – Increase Teacher Quality           <ol style="list-style-type: none"> <li>A. Locally Developed Appraisal Instruments</li> <li>B. On-going Job Embedded Professional Development</li> <li>C. Recruitment/Retention Strategies</li> </ol> </li> </ol>		

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
1A 1B 1C	Implement <b>research-based supplemental Reading/ELA programs and technology with fidelity</b> to improve student achievement in Reading/ELA <ul style="list-style-type: none"> <li>• Great Books</li> <li>• TNT Reading (Book and Brain)</li> <li>• Drops in the Bucket</li> </ul> Teachers, Facilitator, Literacy Coach will meet every six weeks to analyze relevant assessments and data to assess effectiveness of supplemental programs (in conjunction with horizontal/vertical alignment schedules).	Burns Elementary is barely "recognized" under TEA's accountability system. However, scores (AEIS) show that there is a significant gap which starts to develop in 3 <sup>rd</sup> grade where "learning to read" (process) is taken over by "reading to learn" (content) and we lose a majority of our LEP and slow learners at this first turn in the road. Because Burns commended rate on TAKS in reading is not at acceptable levels and there is a widening gap in the scores between special populations (SE and LEP) and regular populations, our goal is to close the gap that exists and increase the level of commended performance.	The Great Books Foundation and Read Naturally will work to fill in the gaps that exist in the CSCOPE while at the same enhancing the existing curriculum. It is through reading, thinking, and discussing literature that students find alternative ways to gain knowledge and solve problems. Through sharing of understandings, students learn not only important content, but also cognitive, critical, and social strategies needed for success in academic courses, work and life (Langer, and Close (2001). Office of Educational Research and Improvement).	October 2010	June 30, 2013
1A 1B 1C	Implement <b>research-based supplemental math programs and technology with fidelity</b> to improve Student Achievement in Mathematics <ul style="list-style-type: none"> <li>• Integrate and implement educational technology</li> <li>• Drops in the bucket</li> <li>• Math Solutions</li> </ul> *Teachers, Facilitator, Literacy Coach will meet every six weeks to analyze relevant	The campus population in grades 3 <sup>rd</sup> -5 <sup>th</sup> scored at 78% in the area of mathematics in TAKS. But in 2010 the 3 <sup>rd</sup> grade initial scores showed a 10 point drop in math for all students. The <b>gap again appears in math when students go from computation skills in the lower grades to critical problem solving skills in 3<sup>rd</sup> grade.</b> Burns commended rate on TAKS in math is not at acceptable levels and there is a gap in TAKS scores between special	Research confirms that teachers are the single most important factor in raising student achievement (U.S. Department of Education 2007). When it comes to improving students' math skills and overall achievement, teacher professional development has more of an impact than textbooks or technology (Johns Hopkins 2008). Teachers must know in detail the mathematical content they are responsible for teaching and its	October 2010	June 30, 2013

	assessments and data to assess effectiveness of supplemental programs (in conjunction with horizontal/vertical alignment schedules).	populations (SE and LEP) and regular populations, our goal is to close the gap that exists and increase the level of commended performance. Teachers' math content is critical to effective instruction.	connections to other important mathematics. According to <b>Marilyn Burns</b> , Math Solutions, "You can't teach well what you don't understand (2008)."		
1A 1B 1C	<p>Improve student achievement in science by implementing <b>research-based supplemental science programs and technology</b> with fidelity</p> <ul style="list-style-type: none"> <li>• Foss</li> <li>• Living with Science</li> <li>• EduSmart</li> </ul>	Though the campus has made improvement in 5 <sup>th</sup> grade Science TAKS, it has <b>dropped significantly</b> in the initial 2010 scores. There is still a problem with the influence of science in the curriculum in the lower grades. Science needs direct explicit instruction with the assistance of intense hands on technology-based, hands on activities that will so that students can transfer what they have learned to what they need to learn. Science needs to be promoted in all grade levels through intense technology-based, hands on activities that will encourage students to become globally competitive.	<b>The National Science Teachers Association</b> (NSTA, 2002) supports the notion that inquiry science must be a basic in the daily curriculum of every elementary school student at every grade level. The program must provide opportunities for students to develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world.	October 2010	June 30, 2013
1B 4C 2C 3C	Teachers, Facilitator and Literacy Coach will meet one day every six weeks to <b>horizontally and vertically align</b> the curriculum (C-Scope) with state adopted textbooks, and supplemental materials including the new TPRI/Tejas Lee Kits and CPALLS.	The Staff at Burns elementary needs to be aware of and ensure that the core curriculum programs have enough support to close the gaps in the curriculum itself, and for the achievement levels of our Special Education and LEP students. The staff needs to ensure that programs are in place to <b>support not supplant</b> existing curriculum. In order to do this, time must be allotted for alignment of supplemental materials with the core curriculum. A pacing calendar will help guide instruction and the use of materials, including supplemental resources, in the classroom and during extended day/week/year programs.	<b>Corey Drake</b> , (2009) assistant professor in curriculum and instruction at the University of Iowa, identifies a significant gap between the ways in which curriculum developers think about and design elementary materials and the ways in which teachers use these materials in the classroom. Teachers must make sense of curriculum materials in order to use them in the classroom. This sense-making process is influenced by teachers' individual beliefs, knowledge, and prior experiences, as well as by standards, assessments, parents, students, and administrators. According to research, students perform at higher levels of	October 2010	June 30, 2013

			proficiency on assessments when instruction is aligned to standards and implemented in the classroom. (Bhola, Impara, & Buchendahl, 2003; Gamoran, Porter, Smithson, & White, 1997)		
1C 2C 5B	Administrators and Literacy Coach will monitor programs in instruction via "three-minute" walk-throughs (3 per six weeks), and classroom visits (on-going).	Three minute walk-throughs afford administrators an opportunity to observe what is going on in the classroom and to provide immediate feedback in the areas of classroom management and set-up, teacher efficiency, and student's engagement in learning. Our goal is to ensure that the reading/math/science core curriculum gaps are filled with supplemental programs. The supplemental program should enhance not supplant core curriculum. Without horizontal and vertical alignment of core curriculum (C-SCOPE) and Houghton Mifflin, and supplemental materials it is difficult to improve student achievement.	The effectiveness and fidelity of the implementation of programs is provided through administrator feedback and continuous monitoring. This drives the cycle of continuous improvement by focusing on the effects of instruction. According to Blase and Fixsen, observations and walk-throughs provide feedback and drive a cycle of improvement by focusing on the effects of instruction. When effective practices are implemented completely, positive outcomes will result (2005, p. 10)	October 2010	June 30, 2013
1B 1C	Implement RtI in grades K-5 <sup>th</sup> for reading, math, and behavior as a means to provide differentiated instruction and identifying students in need of support or intervention. <ul style="list-style-type: none"> <li>• Math: Triumph Math;</li> <li>• Reading: Reading First Built in Tiers</li> <li>• Behavior: Positive Behavior Support System</li> </ul>	In order to meet the needs of all of our students and increase commended rates and increase the success rates of special education and LEP population, a system for screening, identifying students who need extra support and differentiated instruction is necessary.	According to the Center on Instruction (2008), students differ in their instructional and support needs, and successful instruction and effective support acknowledges these differences.	October 2010	June 30, 2013
1A 1B 1C	Implement and integrate curricula via educational technology to meet the needs of students with different educational abilities, educational learning styles, and educational program needs; and enhance instructional	Technology based tools that are integrated with the regular curriculum engage all learners. According to our Comprehensive Needs Assessment and the STAR Chart, technology needs are not at expected levels on our campus.	Technology supports the thinking process, stimulates motivation and self-esteem, promotes equity, prepares the students for the future, and supports changes in school structure. Technology based tools can enhance student	October 2010	June 30, 2013



	delivery <ul style="list-style-type: none"> <li>• Ave Aveaver Pens</li> <li>• Mimio interactive mimio pads</li> <li>• I-pods</li> <li>• Net-books</li> </ul>		achievement when they are integrated into the curriculum and used in accordance with knowledge about learning (Bransford, Brown and Cocking, 2000).		
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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**

<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
2A 1A 2B	Provide on-going staff development for data analysis and data interpretation to drive instructional decisions and complete lesson plan design and delivery. <ul style="list-style-type: none"> <li>Trice Education Resources, Inc.</li> </ul>	Through professional development the faculty can plan instructional decisions for all students, especially LEP and Special Education, based on data analysis and then better implement programs designed for academic improvement in all students. According to the <b>ERO Transcripts</b> , teachers are <b>not provided adequate training</b> on data analysis and disaggregation to completely increase achievement of students in the Special Education and LEP population.	The data-driven cycle of assessment, analysis, and action, which is indispensable for increasing student achievement, must be deeply embedded in the school's culture and a top priority for school-wide improvement. (Fenton and Murphy, Association for Supervision and curriculum development, 2010 )	October, 2010	June 30, 2013
2A 2B 2C 1C 1B	Implement vertical and horizontal teaming one day every six weeks to ensure alignment between curriculum, instruction, materials and assessment as evidenced in lesson design.	According to the grade level needs assessment survey, the staff feels that there needs to be <b>consistency</b> in what is taught not only within grade levels but across the grade levels as well to ensure that what is taught is reflected in what is tested.	When schools are horizontally and vertically aligned, what children should know and be able to do at each grade level (standards) is supported by what is taught in the classroom (curriculum), both of which are reflected in assessments. Then each grade level serves as a strong foundation on which to build the skills for the next grade level. (Foundation for Child Development, 2006)	October, 2010	June 30, 2013
2A 2B	The Literacy Coach and administrator(s) will train teachers to utilize Benchmark Testing, new TPRI/Tejas Lee kits, CPALLS, and data disaggregation to drive	Training will ensure accurate administration of tests and validate students' scores. Special Education and LEP students are not meeting testing standards	Benchmark testing provides a vehicle to use for instructional decision-making and for measuring student progress over time. This will provide an individual learning profile	October, 2010	June 30, 2013

	instruction.	according to our Benchmark and TPRI/Tejas Lee scores (End of Year Tests). Training in the disaggregation of data will ensure that the data from our campus will be understood by the teachers and utilized to drive instruction for all students, in particular Special Education and LEP students.	for each student which also serves as a tool to communicate learning progress to parents. In addition, the data will be used to target instruction and make decisions within the school context by qualified personnel with a vested interest in the academic success of students (Stecker 2007).		
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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
3A 3B 3C	On going consultation with <b>SIRC</b> and <b>TRICE</b> to identify, define, and understand leadership strengths and weaknesses, set an action plan that is aligned to Campus Needs Assessment and increase overall leadership effectiveness.	Instructional and administrative leadership skills will help to cultivate a positive learning environment and subsequently help to raise student achievement scores. According to the campus needs assessment surveys, stakeholders feel that leadership effectiveness is not at adequate levels for our children to excel.	According to Marzano (2005) and Erickson (2010) successful schools are characterized partly by competent and responsive teachers; instructional leaders that are proactive and engaged. In addition, Kohn and Nance (year) believe that when instructional and administrative leadership skills are developed to increase the capacity of the school leader, student achievement will improve.	October 2010	June 30, 2013
3A 3B 3C	Provide ongoing, high quality job-embedded professional development to all staff members in the areas of differentiated instruction, alignment of curriculum, effective communication skills, and use of data to drive instruction to ensure effective teaching and learning.	According to staff Electronic Register ON-Line (ERO) transcripts, there has been little to no staff development in the areas of differentiated instruction, alignment of curriculum and data usage to drive curriculum. Teachers learn best when they are able to apply new learning to existing circumstances and when they are given the opportunity to immediately implement what they have learned.	According to the <i>Journal of Staff development</i> , (Woods and McQuire) job-embedded professional development is one of the most promising new approaches to professional growth in education and can serve as a way to differentiate instruction for teachers seeking professional development. Job-embedded Professional development is learning that occurs as educators engage in their daily work activities and this will allow them to actively participate and fully implement new strategies for school improvement.	October 2010	June 30, 2013

3A 3B 3C 4C	<p>Provide opportunities after school or Saturdays once every six weeks for peer networking and collaboration through vertical and horizontal alignment meetings mediated by the literacy coach.</p> <ul style="list-style-type: none"> <li>• stipend</li> <li>• CPE Credit</li> </ul>	<p>Great Ideas should be shared. Academic gaps appear not only on achievement scores but in grade level skills as well (Comprehensive Needs Assessment). Providing an opportunity to collaborate with peer groups within and outside of the school setting allows for an optimal chance to promote best practices.</p>	<p>Teacher leadership is not about “teacher power.” Rather it is mobilizing the still largely untapped attributes of teachers to strengthen student performance at ground level and working toward real collaboration, a locally tailored kind of shared leadership in the daily life of the school (Institute for Educational Leadership, 2001).</p>	10/2010	6/30/13
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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 4: Improve Learning Time</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
4A 4B	Implement data driven and targeted extended day enrichment tutorial for grades K-5 <sup>th</sup> , two to four days a week through fine arts, with the assistance of technology to increase/improve learning time. <ul style="list-style-type: none"> <li>• Great Books</li> <li>• Fine Arts</li> </ul>	93.1% of our students come from low income families. Due to the lack of opportunities and prior experiences, they need the chance to participate in <b>rigorous</b> , enrichment activities to close the gap between that has been created in testing between special populations (Special Education and LEP) and our general populations.	<b>Gabrieli and Goldstein (2008)</b> Students get more opportunities for experiential learning and enrichment activities. In recent years, time has been taken away from the arts: music, drama, and recess. An extended school day and school year will ensure that all children receive a rigorous and well-rounded education.	October 2010	June 30, 2013
4A 4B	Implement Saturday academies using a multidisciplinary approach to teaching Science, Reading and Math/ Technology with a Fine Arts component for grades 3 <sup>rd</sup> -5 <sup>th</sup> .	There is not enough time in the school day to completely cover all areas of curriculum to optimal levels. Providing extra opportunities for our at - risk population (SE, LEP) students to participate in additional rigorous enrichment activities will assist in closing the gap between our populations.	<b>Gabrieli and Goldstein (2008)</b> Students and teachers get more time on task when there is flexible scheduling. Students who fall behind get more time to catch up and students who are already keeping up have an opportunity to explore more. Saturday School will allow students to be more successful primarily because of expanded learning time.	October 2010	June 30, 2013
4A 4B 4C	Implement eighteen days of Summer Enrichment Academy (SEA) for grades K-5 <sup>th</sup> in addition to regular OEYP and SSI; ARI/AMI; Bilingual enrichment programs <ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Drama</li> <li>• Science/ELA/ Math enrichment</li> <li>• Athletics</li> </ul>	The percentage of low income children at our campus is 93.1%. The achievement loss for this population is greater over the summer months due inaccessibility to enrichment materials.	<b>Dr. Ruth Peters (2005)</b> Students may lose more than two months of achievement over the summer. Low income children experience greater summer learning losses than their higher income peers. Summer months are an excellent time for our children to fill in learning gaps or zoom ahead with enrichment activities.	October 2010	June 30, 2013

4A 4B 4C	Implement full time Pre-Kinder assistants to reinforce and enhance pre-readiness skills in all content areas with a focus on Language arts (Reading)	Pre-kindergarten prepares our early childhood students with a well-rounded foundation to ensure success in later years. Our poverty rate is 93% and the Pre-kinder program targets economically disadvantaged and bilingual students so they will have the same opportunities for success that regular students do.	The years prior to kindergarten are among the most significant in shaping a child's foundation for learning and school success. Research has shown that a child's learning begins at birth, and takes shape as children are nurtured, challenged, and engaged in high-quality learning environments and in relationships with parents and other caregivers. But, despite decades of federal, state, and local programs intended to support young children's preparation for schooling, children from families with low incomes continue to begin formal schooling at a disadvantage. Early Reading First programs, established in the <i>No Child Left Behind Act</i> , help support the school readiness of preschool-aged children, particularly those from low-income families (Obama administration 2010).	October 2010	June30, 2013
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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
5A 5B 5C	The campus will utilize two "goal days", one in October and one in March, where teachers have scheduled conferences with parents during the day.	"Meet the Teacher Night" and "Open House" do not afford teachers and parents the opportunity to talk specifically about their child's academics and behavior (Burns Comprehensive Needs Assessment Survey).	Research show that schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson and Mapp, 2002; Redding, 2000).	October 2010	June 2013
5A 5B 5C	Implement Communities in Schools (CIS) to provide a bridge between schools, families, students and the community it serves. <ul style="list-style-type: none"> <li>• CIS</li> </ul>	Counselors are an integral part of our learning community. The American School Counselor Association (2007) recommends an ideal counselor/student ratio of 1 to 250. With a population of over 1200 students, the counselors on our campus support a ratio of 600 to 1.	CIS gives supportive guidance and becomes the liaison between students, administrators and counselors. For more than three decades, CIS has been working in partnership with public schools, integrating the services that students need to stay in school and achieve high academic outcomes.	October 2010	June 2013
5A 5B 5C	Implement parenting sessions that provide parents with the tools necessary to ensure that the students are successful in school and at home. <ul style="list-style-type: none"> <li>• Parent Liaison</li> <li>• CIS</li> </ul>	There is a high LEP population at Burns (86%) and poverty is prevalent (93.1%). Many parents are non-English speakers. In 2009-2010, there were approximately 27 parent meetings with an average of 15 parents in attendance (5% of the campus population).	The attitudes, habits, knowledge and skills that children acquire through their relationships with their family and that facilitate their school learning, is more predictive of academic learning (Marzano, Pickering, and Pollock, 2001).	October 2010	June 2013
5A 5B 5C	In addition to district career day, a campus college/career fair will be integrated with District Fall and Spring	There is a high population of second-language learners and poverty stricken families in our area (86% and	College is a gate way to life and the sooner kids understand this fact, the more willing they will be to do the hard work to	October 2010	June 2013

	<p>Open Houses.</p> <ul style="list-style-type: none"> <li>• Communities in Schools</li> <li>• Parent Liaison</li> <li>• Counselors</li> <li>• Leadership Team</li> </ul>	<p>93.1%) many of whom have never been exposed to areas outside of their own neighborhood. This will provide all students and parents with the opportunity to be exposed to higher education facilities and to different career pathway thereby narrowing the educational gap in student achievement.</p>	<p>achieve their goals. Instilling the necessity of college in children from a young age can work wonders in increasing their motivation and providing direction in their lives. Starting young helps to shape children and to encourage them to walk down the collegiate path (Carlington, 2010).</p>		
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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 6: Improve School Climate</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
6A 6B 6C	Implement an Activity Fair at the beginning of each year to increase enrollment of Special Ed and LEP students in extracurricular activities	Due to low involvement in extra curricular activities (1% of population) during the 2009-2010 school year we need to make an effort to improve student involvement among the at risk population (Special Education/LEP). In an effort to stop the spiraling effect of poor achievement of our LEP/Special Education population, they need the same opportunity to participate in these extra-curricular activities as other children.	Research supports that students who are involved in extracurricular activities receive higher grades than those not involved in activities. Extracurricular activities help students that are already successful in school to further excel and they also help students that are <b>at risk</b> of dropping or flunking out to remain in school (Academic Leadership, 2007; Rombokas, 1995).	October 2010	June 2013
6A 6B	Implement new District wide Positive Behavior Management Program as part of Response to Intervention <ul style="list-style-type: none"> <li>CIS</li> </ul>	The number of referrals in relation to campus size is high: <ul style="list-style-type: none"> <li>154 referrals in Pre-K through 2<sup>nd</sup></li> <li>131 referrals in Grades 3<sup>rd</sup> -5<sup>th</sup></li> </ul> This is approximately 23% of our student population. However, many of the referrals are repeat offenders. The number of office referrals needs to be decreased so that learning time is maximized.	Research shows that teachers want to be effective but that student disruptions take away from instructional time. A Tier-ed, specific and detailed intervention program would assist with classroom management ensuring active participation and learning takes place.	October 2010	June 2013

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 7: Increase Teacher Quality</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
7B 7C	<b>Job-embedded staff development</b> will be conducted to train teachers to a level of competency in new technology in order to be more efficient and effective professionals <ul style="list-style-type: none"> <li>• Hands On/Hand Held</li> <li>• Ave Aveaver Pens</li> <li>• mimio</li> <li>• Interactive mimio Pad</li> <li>• Net-books</li> <li>• I-pods</li> <li>• Hatch Learning Systems</li> </ul>	Many of the teachers on campus lack the knowledge base to implement technology strategies in the classroom (Campus Survey). Increased staff development is needed to assist the teachers with the "how to" and then continue to support the "why" and allow for quick turn around of implementation which benefits all students, but especially those that are at-risk (Special Education and LEP).	A highly qualified trained staff is the most important ingredient in the teaching learning equation. Technology-rich schools generate impressive results for students, including improved achievement; higher test scores; improved student attitude, enthusiasm, and engagement; richer classroom content; and improved student retention and job placement rates (Department of Education, 1995; 2010).	October 2010	June 2013
7A 7C	Identify and recompense school leaders and other staff members after the <b>first year of implementation</b> , who have shown increased student achievement based on walk-throughs and data collection. <ul style="list-style-type: none"> <li>• \$3,000/Certified</li> <li>• \$1500/Classified Instructional Assistants</li> <li>• \$750/Other Support Staff</li> </ul>	According to the Campus Needs Survey, teachers felt that it was important to recognize and support effective classroom practices and student achievement. It will also help retain strong and effective leaders that promote teacher and student achievement.	Performance-based awards improve the governance of schools by increasing the efficiency of resource allocation, motivating teachers to perform at their best. There is increased collegiality between teachers and administration and teacher quality improves, while student achievement increases. Relative to other educational reforms, performance-based rewards provide a relatively cost-efficient solution (Harvey-Beavis, 2003).	October 2010	June 2013

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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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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 4: Waiver Requests</b>		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds.  <i>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.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px; background-color: #f0f0f0;"> <b>Note:</b> 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.         </div> <div> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.  <i>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.</i> </div> <div style="margin-top: 20px;"> <input type="checkbox"/> 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.  <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a School-wide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>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)</b>		
<b>Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement</b>		
<p>Brownsville ISD will provide significant on-going monitoring of grant activities primarily through the office of the Cluster Area Assistant Superintendent who is also hereby known in this grant as the District Shepherd. All quarterly and end of year implementation reports will be carefully reviewed and dissected by the Cluster Area Assistant Superintendent prior to submission to TEA. These will be the official guideposts for monitoring of grant activities to ensure continuous improvement, however, <b>short-interval (3-4 weeks) significant monitoring of grant activities at the campus level</b> will be implemented to ensure that reports to TEA indicate progress toward meeting goals and provide evidence of continuous improvement. These BISD and Burns short-interval <b>on-going monitoring</b> activities are listed below aligned to the grant's Critical Success Factors.</p>		
<ul style="list-style-type: none"> <li>• <b>Academic Performance:</b> Reading/ELA, math, &amp; science district and Burns benchmarks, TPRI/TEJAS BOY, MOY, and EOY assessments, TAKS reading/ELA, math, &amp; science commended &amp; passing levels for all students, for LEPS, and for Special Education.</li> <li>• <b>Quality data to drive instruction:</b> Burns will keep a master record of all activities under academic performance and quality data to drive instruction through the use of charts, graphs, and lists of regrouping. Assessments will be administered by teachers. Results will be collected (Grade level/Class summary sheets) and analyzed by all stakeholders (teachers, facilitator, reading coach) at BOY, MOY, and EOY and after district/campus benchmarks (every six weeks), to screen students that need interventions, provide data to target instruction (lesson plans) for all students, to align curriculum, and determine teacher and supplemental programs' implemented effectiveness. This data will also provide information about students who need additional assistance to accelerate learning on grade level. Assessments include Pre-Kindergarten CPALLS; math and reading benchmarks; TPRI and Tejas Lee BOY, MOY and EOY assessments; TAKS Benchmarks (administered throughout the year) in grades 3<sup>rd</sup>-5<sup>th</sup> for reading, math, and science; and math and reading unit/weekly tests (K-5<sup>th</sup>). Progress monitoring for students identified as needing Tier II and III instruction will also be administered by teachers every two weeks to drive instructional decisions.</li> <li>• <b>Leadership effectiveness:</b> Administration, facilitator, and the SBDM team effectiveness will be monitored through the number of teacher leader trainings attended (ERO transcript) and the involvement (sign in sheets) in analyzing data with teachers, number of walk-throughs, co-teaching and modeling opportunities (Observations, walk-through, feedback meetings, and co-teaching/modeling logs). Surveys will be done by staff for specific leader position responsibilities. ERO transcripts will indicate the number of training sessions attended by administrative staff and teacher leader.</li> <li>• <b>Increase learning time:</b> The campus will keep a record of the number of extended day/week/year enrichment tutorials provided and the number of at-risk students attending. Extended day/week/year &amp; zero period curriculum will be reviewed and evaluated by Burns leadership team.</li> <li>• <b>Increase parent/community involvement:</b> Burns will keep a record of the increased number of sessions, types of sessions, and number of participants for parents/community.</li> <li>• <b>Improve school climate:</b> Burns will track and keep a record of the percentage point increases in attendance, decreases in discipline referrals, and increases in number of students participating in extra/co-curricular activities. In addition, the percentage point increases in attendance, decreases in discipline referrals, and increases in number of students participating in extra/co-curricular activities will be documented and analyzed for further plans to help improve school climate.</li> <li>• <b>Increase teacher quality:</b> Burns will keep a record of increases in number of administrator &amp; teacher leader walk-throughs, feedback meetings, and mentoring/collaboration meetings. In addition, increases in student improvement scores and increases in use of technology and instructional hands-on strategies with a reduction in number of paper copies used.</li> </ul>		



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<p align="center"><b>Schedule #4C—Performance Assessment and Evaluation</b></p>		
<p><b>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)</b></p>		
<p><b>Section B: Formative Evaluation-</b> Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program</p>		
<p>BISD will use the results of the formative evaluations to improve the grant program. At the district level, the formative evaluation that is outlined on page 51 which will occur in short-intervals of 3-4 weeks and at the time of the quarterly reports to TEA. The district's Cluster Area Assistant Superintendent/District Shepherd will meet with the campus administration and/or teacher leaders as appropriate to review and provide feedback on campus and district reading/ELA, math, and science benchmark results and the instructional and professional development decisions made as the result of those pieces of assessment data. The same process will be in place for the BOY and MOY TPRI/TEJAS K-3 reading assessments and the Pre-K CCPALLS initiative. Quality data drives instruction! Thus, the formative evaluation measures, in short intervals, how effectively the campus is using the quality data and whether or not it is driving instructional decisions on a daily basis! Although leadership effectiveness may be more difficult to ascertain on a short-interval basis, disaggregation of data and the making of data-driven decisions are both on-going job embedded leadership professional development activities. Allocation of additional time and funds will support areas of need revealed by the constant and consistent disaggregation of data. Thus, the District Shepherd will be able to use these indicators as formative evaluation tools for leadership effectiveness. Formative evaluation of the effectiveness of increases in learning time will be based on increases in numbers of students participating in extension programs as well as indirectly via improvements in benchmark test results from administration to administration. Again, the success of extended learning opportunities will be an indicator of the leadership's effectiveness and groupings and curriculum for these opportunities will reflect the quality of use of data to drive instruction. The short-interval effectiveness of parent/community involvement increases and improvements in school climate will also be a topic of discussion every 3-4 weeks when the District Shepherd meets with the campus to discuss progress towards goals. Discussions will result in decisions as to whether or not the campus is on target or needs to strengthen each activity/initiative dedicated to these two components. Finally, although BISD's teaching force is currently 100% highly qualified as per federal guidelines, the CSF of increasing teacher quality will be measured via the formative evaluation by items such as: walkthrough data collection, improvements in benchmark results, implementation of training on instructional strategies, use of technology, etc. in alignment with the on-going job embedded professional development in which grant teachers are participating.</p> <p>The campus is responsible for monitoring grant activities and ensuring that the results of all assessments are monitored to adjust and improve the grant program. The SBDM committee will coordinate and communicate every six weeks with all stakeholders to ensure the process for formative evaluation is implemented, including how the results of the evaluation will be used to improve the grant program. This will include: reviewing the master record of all activities under academic performance and quality data to drive instruction such as results collected (grade level/class summary sheets) and the results of data analysis meetings attended by all stakeholders (teachers, Facilitator, Literacy Coach) at BOY, MOY, and EOY and after district/campus benchmarks (every six weeks). The SBDM will review students identified as needing Tier II and III interventions along with who is providing interventions, when the interventions are taking place and what interventions are used to target needs. Assessments/data reviewed include Pre-Kindergarten CPALLs; math and reading benchmarks; TPRI and Tejas Lee BOY, MOY, and EOY assessments; TAKS Benchmarks (administered throughout the year) in grades 3-5 for reading, writing, math, and science; along with math and reading unit/weekly tests (K-5). Progress monitoring for students identified as needed Tier II and III instruction will also be monitored by the SBDM committee every six weeks. The intent of the six week academic and data review by SBDM will be to use results to determine instructional effectiveness and to make adjustments as needed. The SBDM will also factor in parent/community involvement, attendance, discipline referrals, and the number of students participating in extra/co-curricular activities and the positive impact created as it related to student achievement. The SBDM will utilize data gathered from teacher quality such the record of increases in number of administrator &amp; teacher leader walk-throughs, feedback meetings, and mentoring/collaboration meetings and professional development teachers attended.</p>		

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<b>Section C: Qualitative and Quantitative Data Collection Methods-</b> Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>BISD and the campus agree to comply with reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. The LEA will develop a process for data collection and methods will be technology driven to the greatest extent possible. Surveys will be used (example/monkey survey) to the extent possible to gather data on quality, type, and degree of participatory involvement practiced by the principal, the teachers, parents, community members, and when/as appropriate, students. Quality, type, and degree of planning, implementation, and evaluation of project activities data collection will be mainly through summaries/sign in sheets/agendas submitted on-line (to the highest degree possible) to the Cluster Area Assistant Superintendent. The method for collection of data with regards to the quality, type, and degree of collaboration with project partners will be via reports from these groups as well as campus reports to the District Shepherd with details regarding the successes and challenges of project collaboration. Data collection regarding the quality, type, and level of professional development activities and their impact on school reform efforts will be via walk-throughs and the PDAS instruments which indicate level of implementation of new strategies and level of follow-through in use of technology and other activities. Data regarding the quality and type of curriculum used, instruction delivered, and increases in learning time will be derived from district and campus benchmark testing results, TPRI/TEJAS BOY, MOY, and EOY on-line reports disaggregated by targeted student group. Any products or documents developed as part of the project will be evaluated by the district's appropriate central office department. Strengths and weaknesses of the project design, implementation, and evaluation will also be reflected via these data collection methods and components described here. The quality and level of communication with and reporting to management on the progress of the project and any problems encountered will also be reflected via the data collection methods described above because data collection components will include items such as: 1) on time/late submission, 2) complete/incomplete submissions, and 3) level of meeting formative goal/s, etc. Ultimately, the extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented will be determined by the meeting or not meeting each year's progress goals and performance objectives. The majority of this data will be collected via the SIRC customized performance management system or a similar data collection tool. The SIRC district and campus snapshots will also be integral to the qualitative and quantitative data collection, the disaggregation of the data to improve instruction and to obtain continuous improvement results. All stakeholders, Board of Trustees, Superintendent, Central Office personnel, campus staff, parents, and community will have access to the data via on-line documents.</p> <p>In the effort to maintain improvement results and to continue sustainability of the grant activities, both qualitative and quantitative data will be collected at the campus level every 3-4 weeks. Sign-in sheets and ERO transcripts will be used to log in professional development hours. Then walk-through observation forms and formal appraisals will be collected and analyzed to ensure that teachers are utilizing their professional development opportunities to guarantee higher levels of student achievement. All data collected will be disaggregated via the SIRC management system. This data will be available to all stakeholders to ensure they have the opportunity to monitor program strengths and weaknesses and to assist the campus in closing the achievement gap between at-risk students (Special Education and LEP) and our regular population. At Burns, the SBDM will schedule into a calendar due dates for collection of materials to turn in for review. Facilitator/Literacy Coach/Teachers/grade levels will receive specifications for submitting data such as a form tracking results from all TAKS district/campus benchmarks, weekly/unit tests from reading and math curriculum broken down into three categories: all students, LEP students, and special education students. The Literacy Coach will provide results from the CPALLS/TPRI/Tejas Lee BOY, MOY, and EOY assessments and progress monitoring results, breaking down results into three categories: all students, LEP students, and special education students. Grade levels will review data before submitting to the SBDM to develop a plan of action with recommendations for improving instructions based on specific needs such as increasing targeted extending learning time, differentiated professional development, modeling, co-teaching, and feedback. The SBDM committee will review the results and plan of action to address improving instruction submitted by grade level on a six weeks basis and provide feedback to the grade levels. This cycle will continue throughout the year for the next three years with adjustments based on the effectiveness of the system.</p>		

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<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The CNA was the starting point of the development of the activities for improvement and subsequently the campus performance goals. Throughout the process, the campus needs assessment was the driving force behind the improvement activities. Burns needed to find a way to improve student achievement through data driven instruction, increased teacher and school leader effectiveness and involvement of the most important stakeholders: the parents. In order to efficiently and effectively develop a set of goals that would follow the district initiative and close the gap between the at-risk (LEP and Special Education) population and the regular students, <b>all relevant groups</b>, including grade level teachers, administration, support staff, parents and community members, were asked to participate. At the monthly faculty meeting, the critical success factors were described and identified. Then each grade level was given an opportunity to view the seven critical success factors and brainstorm for activities that would take into account data on student growth and the campus needs as outlined in the CNA. Questions discussed concerning each category were as follows:</p>		
<ul style="list-style-type: none"> <li>• What <b>research</b> supports the practice?</li> <li>• What <b>rationale</b> is given for implementation?</li> <li>• What <b>summative/formative measure</b> can be used to monitor the activity?</li> </ul>		
<p>As grade levels met for discussion, they were asked to notate promising practices that were already embedded on the campus and then to list best practices they would like to see in place. Understanding that BISD provides a significant level of empowerment to campuses in deciding the daily operations of sites and in the implementation of success-driven research-based initiatives, Burns began the process of setting up measurement goals to support the activities. The school also has flexibility in the budgetary process and makes decisions regarding placement of state, local, and federal monies in instructional categories which will impact the areas of need as indicated by the annual comprehensive needs assessment priorities setting process. As grade levels were reviewing the CSF, critical questions were provided for discussion:</p>		
<ul style="list-style-type: none"> <li>• Are the strategies/programs research-based?</li> <li>• Do they make continuous use of student data?</li> <li>• Does the strategy/program/philosophy need flexibility and sustained support?</li> <li>• What is the extent of technical assistance needed for implementation?</li> <li>• Is it targeted, rigorous intervention?</li> <li>• Is it measurable?</li> </ul>		
<p>Identifying the performance goal was the next challenge faced. When writing the objectives, the teachers were instructed to look at the following four areas:</p>		
<ul style="list-style-type: none"> <li>• Audience—For who is the goal intended? The major focus became professional development to close the gap for student achievement among at risk populations (Special Education/LEP population).</li> <li>• Behavior—What is the expected outcome for the activity? Improvement of school climate and academics through positive behavior supports and parental involvement became the focal point of that performance goal.</li> <li>• Condition—How/under what circumstances will the outcome be measured? It was determined that the use of multiple observations based on assessments reflective of student achievement would be the starting point for each of the performance goals.</li> <li>• Degree—To what extent are the results going to be met after the baseline has been established? The goal would need to demonstrate enough progress to improve academic performance for the entire campus thereby closing the achievement gap between Special Education/LEP populations and regular students.</li> </ul>		
<p>Teachers were told that if the performance goal was going to be of any value, there must be a way to accurately define and measure it and that definition needed to stay the same from year to year. In addition, the goals needed to be clear so that each stakeholder in our community could easily understand what was expected of them and be able to</p>		

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<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
take specific steps to accomplish them. The SBDM committee, in conjunction with the grade level teachers, was asked to identify measurable outcomes for each of the activities that were chosen for the school reform. Teachers were asked to look for the following things:		
<ul style="list-style-type: none"> <li>• Does the performance goal match the assessment tool?</li> <li>• Are the goals specific, measurable, short-term, and observable?</li> </ul>		
Once the grade levels had been given a chance to work on these measures, identify the assessment tools, and calculate the baseline, the results were sent back to the leadership team for approval. This is where the campus need for transformation became our focus. Timelines were developed that would:		
<ul style="list-style-type: none"> <li>• Improve student achievement outcomes among the at-risk population.</li> <li>• Monitor student improvement through multiple observation based assessments of student performance.</li> <li>• On-going evaluations with interventions to increase student success.</li> <li>• Increase learning time.</li> <li>• Create more parental/community opportunities for involvement.</li> </ul>		
The final copy was submitted to the District level team for approval and the suggestions that were made by the District were once again looked at and discussed in the SBDM meeting. The measurable outcomes were reviewed to see if they were attainable and reasonable. The outcomes that appeared to be unreasonable were then taken back to the team and reconsidered. It was stressed throughout the entire process that goals must be understood by all stakeholders and that they are sustainable after the completion of the grant. The performance goals were then finalized and sent to the District Shepard for approval.		

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase TAKS Reading/ELA commended performance rates.	TAKS Gr. 3-5 <sup>th</sup> Reading/ELA	26% 2009	28%	30%	32%
2	Increase TAKS Math commended performance rates.	TAKS Gr. 3-5 <sup>th</sup> Math	30% 2009	33%	36%	39%
3	Increase TAKS Science commended performance rates.	TAKS Gr. 3-5 <sup>th</sup> Science	31% 2009	33%	36%	39%
4	Narrow gap between LEP and Special Education each and all students tested: TAKS Reading/ELA.	TAKS, TAKS A & TAKS M Gr. 3-5 <sup>th</sup> Reading/ELA	10%	9%	8%	7%
5	Narrow gap between LEP and Special Education each and all students tested: TAKS Math.	TAKS, TAKS A & TAKS M Gr. 3-5 <sup>th</sup> Math	10%	9%	8%	7%
6	Increase % of students in grades K - 3 that are developed in End Of Year comprehension reading scores.	TPRI/Tejas LEE	K—65% 1 <sup>st</sup> —78% 2 <sup>nd</sup> —68% 3 <sup>rd</sup> —34%	K—71% 1 <sup>st</sup> —85% 2 <sup>nd</sup> —75% 3 <sup>rd</sup> —38%	K—75% 1 <sup>st</sup> —88% 2 <sup>nd</sup> —78% 3 <sup>rd</sup> —45%	K—81% 1 <sup>st</sup> —90% 2 <sup>nd</sup> —80% 3 <sup>rd</sup> —50%
7	Increase district benchmark test passing rates: Reading/ELA, math, and science.	District benchmark tests	70%	80%	80%	80%
8	Meet or exceed state standards for instruction of Beginner, Intermediate, & Advanced ELLPS.	TELPAS summary sheet	Progress: 1-2: 63.5% 3-5—54.5% Attain: K-5 <sup>th</sup> : 28%	Progress: 1-2: 69% 3-5: 59% Attain: K-5 <sup>th</sup> : 31%	Progress: 1-2: 70% 3-5: 60% Attain: K-5 <sup>th</sup> : 35%	Progress: 1-2: 73% 3-5: 63% Attain: K-5 <sup>th</sup> : 38%
9	Decrease the number students needing Tier II and Tier III RtI services at EOY.	Classroom charts/graphs summary sheet TPRI/Tejas Lee	58%	55%	52%	49%

**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 number of times SBDM, Pre-k through 3 <sup>rd</sup> grade teachers, and stakeholders, meet to analyze CPALLS, TPRI/Tejas Lee	Sign-In sheets agendas	3 times	6 times	6 times	6 times

<b>2</b>	Increase the number of times SBDM, K-5 grade teachers and stakeholders meet to analyze reading/ELA/Math/science TAKS/Benchmarks/ Unit weekly tests	Sign-In sheets Agendas/ERO Transcripts	0 times	6 times	6 times	6 times
<b>3</b>	Increase the number of times Pre-K through 5 <sup>th</sup> grade teachers meet to align supplemental materials with curriculum and standards	Sign-In sheets Agendas/lesson plans showing instructional differentiated lessons and activities	0 times	6 times	6 times	6 times

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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	Achieve Recognized or Exemplary TEA Accountability Status.	AEIS	Recognized or Exemplary	Recognized or Exemplary	Recognized or Exemplary	Exemplary
2	Meet AYP requirements.	NCLB AYP	Meet AYP	Meet AYP	Meet AYP	Meet AYP
3	Increase stakeholders' support of principal as instructional leader	Annual CNA Needs Assessment	44%	52%	60%	68%
4	Increase participation in district & Region I workshops, on-line courses, pd seminars,	ERO Transcripts & Region 1 database	18 Hours Per Year	22 Hours Per Year	28 Hours Per Year	34 Hours Per Year
5	Comply with all SIRC Modified Transformation Project components.	SIRC database	Subject to grant award	90%	92%	95%

**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	Provide extended day/week sessions for <b>Reading/ELA</b> for all students and specifically for ELLP and Special Education students.	Attendance Rosters	17 Sessions	18 sessions	20 sessions	23 sessions
2	Provide extended day/week sessions for <b>math</b> all students and specifically for ELLP and Special Education students.	Attendance Rosters	17 sessions	18 sessions	20 sessions	23 sessions
3	Provide extended day/week sessions for <b>science</b> all students and specifically for ELL and Special Education Students.	Attendance rosters	11 sessions (5 <sup>th</sup> Grade Only)	10 sessions 3 <sup>rd</sup> -5 <sup>th</sup>	12 sessions 3 <sup>rd</sup> -5 <sup>th</sup>	15 sessions 3 <sup>rd</sup> -5 <sup>th</sup>
4	Provide summer academies for remediation & enrichment.	Student PLUS database	Pre K-K: 83 students 1-5: 147 students	Pre K-K: 85 Students; 1-5: 150 students	Pre K-K: 89 students; 1-5: 155 students	Pre k-K: 95 students 1-5: 160 students
5						



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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of yearly parent involvement activities on campus.	Meeting/ Training Agendas	28 activities	30 activities	32 activities	34 activities
2	Increase number of parents attending parent involvement trainings, activities, conferences, etc. on campus and at district.	Sign-in sheets	15 parents (average)	18 parents	21 parents	25 parents
3	Increase parent and community satisfaction with school.	Annual CNA survey	75%	80%	85%	90%
4	Increase depth of community involvement in school curriculum, including submission to KBSD for broadcasting.	Campus annual calendar	25 community volunteers	27 volunteers	30 volunteers	32 volunteers
5	Increase parent and community volunteerism on campus.	Human Resources database	117 volunteers	120 volunteers	122 volunteers	125 volunteers

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase student attendance rates.	PEIMS	96.2%	96%	97%	98%
2	Decrease student discipline referrals.	Administrator referral records	285 referrals	256 referrals	228 referrals	199 referrals
3	Increase teacher attendance rates.	Payroll dept. database	96%	97%	98%	99%
4	Increase stakeholders' perception of school climate.	CNA survey	75%	80%	85%	90%
5	Increase student participation in co-curricular and extra-curricular activities.	Extra curricular participation forms and logs	86 Students	90 Students	95 Students	100 Students



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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase participation in District and Region I professional development sessions.	ERO Transcripts & Region I software	18 Hours per Year	22 Hours per year	28 Hours per year	34 Hours per Year
2	Comply with all SIRC Modified Transformation professional development components.	ERO Transcripts/ software	Subject to grant award	90%	92%	95%
3	Increase use of technology in instruction.	Campus survey CNA Survey Sign-on sheets agendas	65% average or below average	72%	79%	85%
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase end-of-year reading report card passing rates of special education students 1-5.	OEYP Summer School Forms	95% (# pass/total number)	95% or higher	95% or higher	95% or higher
2	Increase end-of-year math report card reading passing rates of special education students 1-5.	OEYP Summer School Forms	95% (# pass/total number)	95% or higher	95% or higher	95% or higher
3	Increase end-of-year science report card passing rates of special education students 1-5.	OEYP Summer School Forms	93% (# pass/total number)	95% or higher	95% or higher	95% or higher
4	Increase end-of-year reading report card passing rates of ELLP students 1-5 (Each population).	OEYP Summer School Forms	81%	89%	92%	95%
5	Increase end-of-year math report card passing rates of ELLP students 1-5 (Each population).	OEYP Summer School Forms	90%	92%	93%	95%
6	Increase end-of-year science report card passing rates of ELLP students 1-5 (Each population)	OEYP Summer School Forms	94%	95%	95%	95%

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**Texas Title I Priority Schools Grant**

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

**No Barriers**

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

**Barrier: Gender-Specific Bias**

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

**Barrier: Cultural, Linguistic, or Economic Diversity**

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

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Cultural, Linguistic, or Economic Diversity (cont.)</b>				
<b>#</b>	<b>Strategies for Cultural, Linguistic, or Economic Diversity</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Gang-Related Activities</b>				
<b>#</b>	<b>Strategies for Gang-related Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
<b>#</b>	<b>Strategies for Drug-related Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Shortage of Qualified Personnel</b>				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q04	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Barrier</b>				
#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy: _____			

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by telephone/e-mail/FAX on _____ by _____ of TEA.				
<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5—Program Budget Summary</b>				
<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>		
<b>Project Period: August 1, 2010 through June 30, 2013</b>				
<b>Class/Object Code and Description</b>	<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b>	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>
Payroll Costs	5B 6100	\$ 2,144,407	0	\$ 2,144,407
Professional and Contracted Services	5C 6200	\$ 2,204,887	0	\$ 2,204,887
Supplies and Materials	5D 6300	\$ 407,856	0	\$ 407,856
Other Operating Costs	5E 6400	\$ 75,000	0	\$ 75,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	\$ 347,815	0	\$ 347,815
	Total Direct Costs	\$	0	\$ 5,179,965
	1.334% Indirect Costs		0	\$ 70,035
<b>Grand Total</b>				
Total Budgeted Costs:		\$ 5,250,000	\$ 0	\$ 0
<b>Administrative Cost Calculation</b>				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$ 5,250,000
Multiply by (5% limit)				X .05
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 262,500

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #5—Program Budget Summary</b>		
<b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b>		
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.		
<b>Provide any necessary explanation or clarification of budgeted costs</b>		
<p>All district initiatives will be in place beginning first year and continue throughout the duration of the grant. Capital outlay (mainly technology components) will be purchased heavily in the first year and then completed during the second year. All technology components will be securely in place by the second year. The contracted services are necessary for the implementation of the grant and the continuation and sustainability of the services after the grant years are completed. They will begin the first year and continue throughout the duration of the school improvement reform but the services provided by these groups will slowly taken over by school personnel so that the school should be able to sustain the objectives after the completion of the grant. Extended day, week and year services will be blended in with regular OEYP/SSI summer school as well, to ensure sustainability of this program into the future.</p>		



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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
<b>Instruction</b>						
1	Teacher		0	0	0	0
2	Educational Aide	Provide instructional support for early childhood program	5	0	0	\$137,646
3	Tutor		0	0	0	0
<b>Program Management and Administration</b>						
4	Project Director		0	0	0	0
5	Project Coordinator		0	0	0	0
6	Teacher Facilitator		0	0	0	0
7	Teacher Supervisor		0	0	0	0
8	Secretary/Administrative Assistant		0	0	0	0
9	Data Entry Clerk		0	0	0	0
10	Grant Accountant/Bookkeeper		0	0	0	0
11	Evaluator/Evaluation Specialist		0	0	0	0
<b>Auxiliary</b>						
12	Counselor		0	0	0	0
13	Social Worker		0	0	0	0
14	Child Care Provider		0	0	0	0
15	Community Liaison/Parent Coordinator		0	0	0	0
16	Bus Driver		0	0	0	0
17	Cafeteria Staff		0	0	0	0
18	Librarian		0	0	0	0
19	School Nurse		0	0	0	0
<b>Other Employee Positions</b>						
22	Title: Reading First Literacy Coach		1	0	0	\$ 170,754
23	Title:		0	0	0	0
24	Title:		0	0	0	0
25	Title:		0	0	0	0
26	Subtotal Employee Costs				\$ 0	\$ 308,400
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay			0	\$ 67,200
28	6119	Professional Staff Extra-Duty Pay			0	\$ 1,315,560
29	6121	Support Staff Extra-Duty Pay			0	\$ 215,100
30	6140	Employee Benefits			0	\$ 238,147
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 0	\$ 1,836,007
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 0	\$ 2,144,407

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</b>					
Expense Item Description				Pre-Award	Total Amount Budgeted
621	Audit Costs (other than audits required under OMB Circular A-133)			0	0
2	Specify purpose: _____				
626	Rental or Lease of Buildings, Space in Buildings, or Land			0	0
9	Specify purpose and provide calculation: _____				
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)			0	0
9	Specify purpose: _____				
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)			0	0
9	Specify purpose: _____				
<b>Subtotal</b>					
<b>6200 – Professional and Contracted Services Cost Requiring Specific Approval</b>				0	0
<b>Professional and Consulting Services (6219/6239) Less than \$10,000</b>					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	On-Line Grading System/allows teachers to grade assignments, print out reports, email parents/Grade Management with school home connection			\$ 7,326	0
2.				0	0
3.				0	0
4.				0	0
5.				0	0
6.				0	0
7.				0	0
8.				0	0
9.				0	0
10.				0	0
<b>Subtotal</b>					
<b>Professional and Consulting Services Less than \$10,000</b>				\$ 0	\$ 7,326
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000</b>					
<b>1. Description of Professional or Consulting Service (Topic/Purpose/Service)</b> RtI Behavior Management / Response to Intervention Management Program/provide assistance in behavior management.					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs					0
Title: _____					
Subgrants, Subcontracts, Subcontracted Services				\$ 48,426	0
Supplies and Materials				0	0
Other Operating Costs				0	0
Capital Outlay (Subgrants Only)				0	0
Indirect Cost (%)				0	0
<b>Total Payment:</b>				\$ 48,426	\$ 0
				\$ 48,426	

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Benchmark Assessment/to identify students who are having difficulty in academic areas/aligned testing for content areas.				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		0	0	0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		\$ 54,945	0	\$ 54,945
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (%)		0	0	0
<b>Total Payment:</b>		\$ 54,945	0	\$ 54,945
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Student Information Management and Student Record Retrieval System/keep track of student testing/records management				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		0	0	0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		\$ 43,956	0	\$ 43,956
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (%)		0	0	0
<b>Total Payment:</b>		\$ 43,956	0	\$ 43,956
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Student C-Scope Curriculum/state aligned curriculum/on-line curriculum guides and tests for content areas				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		0	0	0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		\$ 25,641	0	\$ 25,641
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (%)		0	0	0
<b>Total Payment:</b>		\$ 25,641	0	\$ 25,641
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		\$ 172,802	0	\$ 172,802
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
<b>See Next Page:</b>				

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<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>5. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> The <b>School Improvement Resource Center (SIRC)</b> is a statewide initiative that serves as a support system to schools that receive funding under the Title I, School Improvement Program as they move through the school improvement process.				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		0	0	0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		\$ 90,000	0	\$ 90,000
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
<b>Total Payment:</b>		\$ 90,000	0	\$ 90,000
<b>6. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> <b>Communities in Schools (CIS)</b> serves at-risk youth both in and out of the classroom/serves as a bridge between the school and community by placing a full time social worker on campus				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs	2	0	0	0
Title: <b>Social Worker</b>				
Subgrants, Subcontracts, Subcontracted Services		\$138,000	0	\$138,000
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
<b>Total Payment:</b>		\$138,000	0	\$138,000
<b>7. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> <b>Great Books</b> programs make significant differences in student achievement in the classroom in reading. The program creates exciting and challenging learning environments that empower students to take ownership of their learning. (Supplemental reading program)				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		0	0	0
Title: _____				
Subgrants, Subcontracts, Subcontracted Services		\$ 25,539	0	\$ 25,539
Supplies and Materials		\$ 75,070	0	\$ 75,070
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
<b>Total Payment:</b>		\$ 100,609	\$ 0	\$ 100,609
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		\$ 328,609	\$ 0	\$ 328,609
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
<b>See Next Page:</b>				

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>8. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Trice Education Resource, Inc. provides scientific research-based solutions and technical assistance, professional development, data analysis, technology, and coaching, and modeling.				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$ 0	0	\$ 0
<b>Title:</b> _____				
Subgrants, Subcontracts, Subcontracted Services		\$ 612,000	0	\$612,000
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
<b>Total Payment:</b>		\$612,000	0	\$612,000
<b>9. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Math Solutions raises student achievement by improving teacher professional development so that teachers have more of an impact than textbooks. Content oriented math training.				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$ 0	0	\$ 0
<b>Title:</b> _____				
Subgrants, Subcontracts, Subcontracted Services		\$234,150	0	\$234,150
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
<b>Total Payment:</b>		\$ 234,150	0	\$234,150
<b>10. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> TNT Reading/Dynamic Solutions provides a consistent way of teaching reading across the grade levels with differentiated instruction and additional support for at-risk students. (Supplemental reading)				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$ 0	0	\$ 0
<b>Title:</b> _____				
Subgrants, Subcontracts, Subcontracted Services		\$850,000	0	\$850,000
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
<b>Total Payment:</b>		\$ 850,000	0	\$ 850,000
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		\$1,696,150	\$ 0	\$1,696,150
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		0	0	0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		\$ 7,326	0	\$ 7,326
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		\$2,197,561	0	\$2,197,561
Remaining 6200- Professional and Contracted Services that do not require specific approval:		0	0	0
<b>Grand Total:</b>		\$2,204,887	0	\$2,204,887

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<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>	
6399	Technology Hardware- Not Capitalized			0	0	
	#	Type	Purpose			Quantity
	1					
	2					
	3					
	4					
6399	Technology Software- Not Capitalized: <b>Text Help</b>			0	2,250	
6399	Supplies and Materials Associated with Advisory Council or Committee			0	0	
<b>Total Supplies and Materials Requiring Specific Approval:</b>				0	\$ 2,250	
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>				0	\$ 405,606	
<b>Grand Total</b>				\$ 0	\$ 407,856	

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<b>Texas Title I Priority Schools Grant</b>			
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>			
	<b>Expense Item Description</b>	<b>Pre-Award</b>	<b>Total Budgeted</b>
6411	Out of State Travel for Employees (includes registration fees)	0	\$ 45,000
	Specify purpose: Travel to National Summer Conference (SIRC)		
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)	0	0
	Specify purpose:		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)	0	0
	Specify purpose:		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)	0	0
	Specify purpose:		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)	0	0
	Specify purpose:		
6429	Actual losses which could have been covered by permissible insurance	0	0
6490	Indemnification Compensation for Loss or Damage	0	0
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)	0	0
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)	0	0
	Specify name and purpose of organization:		
6499	Publication and Printing Costs- If reimbursed (specific approval required only for nonprofit charter schools)	0	0
	Specify purpose:		
<b>Total 64XX- Operating Costs Requiring specific approval:</b>		0	\$ 45,000
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>		0	\$ 30,000
<b>Grand Total</b>		<b>\$ 0</b>	<b>\$ 75,000</b>

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____		<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>		<b>031-901</b> County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>School Years 2010-2013</b>		Amendment No. _____	
<b>Texas Title I Priority Schools Grant</b>					
<b>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)</b>					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1					
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2	Net Books	\$ 599	25	0	\$ 14,975
3	mimio interactive plus Capture and Wireless and Mimio Pad	\$ 1247	50	0	\$ 62,350
4	Ave AveAverPenclass	\$ 630	50	0	\$ 31,500
5	Laptop computers	\$ 1471	20	0	\$ 29,420
6	HP LaserJet Printers	\$ 1005	22	0	\$ 22,110
7	Hatch Learning Systems teach smart	\$ 8555	12	0	\$ 102,660
8	HIT HitCpx2010 Projector	\$ 550	80	0	\$ 44,000
9				0	
10				0	
11				0	
<b>66XX/15XX- Technology Software- Capitalized</b>					
12	CPALLS /TPRI/Tejas Lee Software	\$ 34,800	1	0	\$ 34,800
13		0	0	0	0
14		0	0	0	0
15		0	0	0	0
16		0	0	0	0
17		0	0	0	0
18		0	0	0	0
<b>66XX/15XX- Equipment and Furniture</b>					
19	Kidney Tables for instructional grouping	\$ 300	20	0	\$ 6,000
20		0	0	0	0
21		0	0	0	0
22		0	0	0	0
23		0	0	0	0
24		0	0	0	0
25		0	0	0	0
26		0	0	0	0
27		0	0	0	0
28		0	0	0	0
<b>Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.</b>					
29				0	0
<b>Grand Total</b>					
<b>Total 6600/15XX- Capital Outlay Costs:</b>				<b>0</b>	<b>\$ 347,815</b>



<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>031-901</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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	031-901 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:** 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 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, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>031-901</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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>031-901</u> County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <u>031-901</u> County-District No.
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**W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.

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

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

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

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

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

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

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

1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	031-901 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.

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

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	031-901 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>031-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

**LL. High-Risk Status, Special Conditions, and Enforcement Actions:** Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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



<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>031-901</u>  County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federal grants regardless of the dollar amount	<u>031-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

#### **Certification**

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

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

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

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

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

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>031-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

11/89  
 03/90

The signing of Schedule #1--General Information by applicant indicates acceptance of all requirements described on this schedule.
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**SCHEDULE #6D -**

Disclosure of Lobbying Activities

**TEXAS EDUCATION AGENCY**  
**Standard Application System**  
**School Years 2010-2013**031-901  
County-District No.**Texas Title I Priority Schools Grant**

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

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

<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>031-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>031-901</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	031-901 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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](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](http://recovery.gov) website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).
- 4. Access of Offices of Inspector General to Certain Records and Employees:** With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).
- 5. Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the [www.recovery.gov](http://www.recovery.gov) website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).

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

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

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

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

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

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

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

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

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