

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	South Texas Educational Technologies, Inc. Organization Name	108-802 County-District#
		Horizon Montessori Campus Name	101 Campus Number
		74-2859107 9-Digit Vendor ID#	01 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 checked="" 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
Alim		Ansari	Superintendent
Phone	Fax	Email	
956-969-3092	956-969-8614	aansari@horizonmontessori.net	

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
701-10-112-089

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by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #1—General Information			
Part 2: List of Required Fiscal-Related Attachments and Assurances			
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the <u>back</u> of the application as an appendix.			
Proof of Nonprofit Status			
1 <input checked="" type="checkbox"/>	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)		
Assurance of Financial Stability			
2 <input checked="" type="checkbox"/>	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.		
Assurance of Submittal of Reviewer Information Form			
3 <input checked="" type="checkbox"/>	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)		

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name SOUTH TEXAS EDUCATIONAL TECHNOLOGIES, INC.					
Mailing Address Line - 1 519 S TEXAS BLVD.		Mailing Address Line - 2 _____		City WESLACO	State TX
U.S. Congressional District Number TX-015		Primary DUNS Number 101398902		Central Contractor Registration (CCR) CAGE Code 4B2X4	
Campus Name HORIZON MONTESSORI I				County-District Campus Number 108-802-101	
Mailing Address Line - 1 221 N. MAIN ST.		Mailing Address Line - 2 _____		City McALLEN	State TX
Zip Code 78501					
Applicant Contacts					
Primary Contact					
First Name NANCY		Initial P	Last Name SANCHEZ		Title COMPTROLLER
Telephone 956-969-3092		Fax 956-969-8614		Email NSANCHEZ@HORIZONMONTESSORI.NET	
Mailing Address Line - 1 519 S TEXAS BLVD.		Mailing Address Line - 2 _____		City WESLACO	State TX
Zip Code 78596					
Secondary Contact					
First Name CAROL		Initial _____	Last Name CAMPOS		Title PRINCIPAL
Telephone 956-668-1400		Fax 956-668-1404		E-mail CCAMPOS@HORIZONMONTESSORI.NET	
Mailing Address Line - 1 221 N MAIN ST.		Mailing Address Line - 2 _____		City MCALLEN	State TX
Zip Code 78501					

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Texas Title I Priority Schools Grant
Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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

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

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14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <ul style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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

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

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

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

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

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

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

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The Horizon Montessori I campus is planning to implement the Texas Tier III TEA Designed Transformation model which is based on three basic principles: 1) improving student achievement by building the capacity of campus leaders and teachers; 2) improving campus climate through social and emotional supports; 3) and utilizing district support to transform systems. Key elements of the Transformation model include extensive training on using data and evaluation systems effectively; job embedded professional development models, comprehensive needs assessment and campus processes, Positive Behavior Support, utilization of community partners, and maximizing extended learning time. Horizon Montessori has been identified as a Tier III campus due to meeting the eligibility among the lowest- achieving 20 %. The campus provides instruction to more than 367 students. The campus does not have an attendance zone so the parents drive from 5 to 25 miles to get the students to school. The breakdown by residence is 56.4% from McAllen ISD, 10.62% from Sharyland ISD, 9.80% from Edinburg ISD, 12.53% from Pharr-San Juan-Alamo ISD, 2.45% from Mission Consolidated ISD and the remaining 8.20 % from surrounding schools. Horizon Montessori will implement the Tier III Modified Transformation Model/TEA designed Model with Technical Assistance Provided by the School Improvement Resource Center. Technical assistance will include a professional service provider/case manager, online professional development, SIRC, ESC One partners, National Staff Development Council, Jobs for the Future Six common Instructional Frameworks & Coaching Model, and other resources and best practices. And the evaluation of the effectiveness of the campus principal with the evaluation results determining whether the principal should be replaced or retained or needs to receive leadership coaching and professional development; rather than requiring the replacement of the principal.</p> <p>The Horizon Montessori I campus will improve student achievement in the areas of Math, Reading, and English Language Arts in addition to the other course subjects by providing opportunities for the teachers and leaders to attend staff development either required by the grant or in addition to the grant as may be needed to achieve the results listed in Schedule #4B. The Horizon Montessori I campus will improve campus climate by involving the students, teachers, staff, parents, community members and business partners to participate and be involved in student learning. The campus will transform campus systems with the support of central office personnel to achieve positive results. The LEA/campus will provide extensive training on the use of data and evaluation of the data to modify or change instructional strategies/interventions thru the use of benchmarks, assignments, report cards, student portfolios. The campus will provide campus teachers and leaders with opportunities for professional development thru our service center and SIRC. The campus will conduct a comprehensive needs assessment of demographics, student achievement, school culture and climate, staff quality recruitment and retention, curriculum, instruction, and assessment, family and community involvement, school organization, and technology to determine the areas of need, gaps, barriers, weaknesses to be addressed by the intervention model selected. The LEA will conduct an evaluation of the principal and make a determination on whether the principal need to be replaced or be trained and kept as the principal for the campus.</p> <p>The Horizon Montessori I campus will establish goals, objectives, timelines, and evaluations of such goals described in Schedule #4C and report the progress to the Texas Education Agency.</p>		
Horizon Montessori I	108-802-101	Tier III
Lowest Achieving 20 %		Newly Eligible

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School															0
Open-Enrollment Charter School	20	66	66	66	66	66	44	44	22						460
Total Students:	20	66	66	66	66	66	44	44	22	0	0	0	0	0	460
Total Instructional Staff															25
Total Support Staff															20
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	ASSESSMENT DATA (TAKS/AYP/CAMPUS BENCHMARKS)														
2	ATTENDANCE DATA														
3	TPRI RESULTS														
4	HIGHLY QUALIFIED TEACHER DATA														
5	STaR CHARTS														
6	2009-2010 STUDENT REPORT CARD GRADES														
7	PEIMS DATA														
8	STUDENT PORTFOLIOS PK-K														
9	TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS) RESULTS														
10															

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Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
<p>Horizon Montessori will conduct a comprehensive needs assessment to assist with the school Tier III Modified Transformation Model/TEA Designed Model with technical assistance from SIRC. The campus will create eight committees to address (1) demographics, (2) technology, (3) school context and organization, (4) family and community, (5) curriculum, instruction, and assessment, (6) staff quality, recruitment, and retention, (7) school culture and climate, and (8) student achievement. The following process will be used to order to identify the priority needs and direction of the school:</p> <ol style="list-style-type: none"> 1. Review the purpose and outcomes- The campus will review goals and objectives for the upcoming school year to establish the committees. 2. Establish committees- Each member will be recruited to serve for a 2 year term based on their individual expertise and grade level experience to ensure group diversity. Prior to beginning the needs assessment process, the committee members will engage in focused staff development that will promote team- building, functional team engagement and the development to professional learning communities. The initial staff 3. Data gathering and analysis- The Horizon Montessori I campus conducted several staff meetings and obtained feedback from the teachers, parents, administrative staff for the grant. . The central office contact person prepared an analysis of TAKS results for grades 1 to 6 grade by subject, demographics, by teacher and discussed with the campus administration and teachers. Also, the student report cards were analyzed by student and by teacher to determine areas of need in each subject area including Math, Reading, English Language Arts, Science, Social Studies, Grammar, Spelling and Writing. The campus utilized the Region XIII Comprehensive Needs Assessment tool to conduct the assessment on other areas such as demographics, school culture, community involvement, staff quality, recruitment and retention, curriculum, instruction and assessment, school organization and the use of technology. 4. Determine areas of priority and summarize needs- Each committee will begin their task through an extended day beginning August 23, 2010. They will meet daily for week one. Thereafter, committees will meet biweekly to discuss and share their findings to prioritize their strengths and areas of needs. 5. Connect the CNA to the district campus improvement plan and develop a review process- The Horizon Montessori I campus conducted several staff meetings and obtained feedback from the teachers, parents, administrative staff for the grant. . The central office contact person prepared an analysis of TAKS results for grades 1 to 6 grade by subject, demographics, by teacher and discussed with the campus administration and teachers. Also, the student report cards were analyzed by student and by teacher to determine areas of need in each subject area including Math, Reading, English Language Arts, Science, Social Studies, Grammar, Spelling and Writing. The campus utilized the Region XIII Comprehensive Needs Assessment tool to conduct the assessment on other areas such as demographics, school culture, community involvement, staff quality, recruitment and retention, curriculum, instruction and assessment, school organization and the use of technology. 		

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Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Teachers		
2	Parents		
3	Board Members		
4	Administrators (Campus and Central Office)		
5	Region One Curriculum Specialist/ SIRC Specialist		
6	Testing Coordinator		
7	Local governments ie, city, library,		
8	Students		
9	Parent Advisory Committee		
10	Business Members		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>The South Texas Educational Technologies, Inc. has a central office that has the capacity to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school Texas Tier III Transformation Intervention model. The management plan includes a three-year phase-in plan that will support and sustain the transformation of Horizon Montessori into a professional learning community that provides a guaranteed and viable curriculum to ensure that all students learn at high levels. The project overview and structure includes the following:</p> <p>Year 1 Activities and Practices- A comprehensive need assessment will be conducted by 8 select committees that have been established and involve internal and external stakeholders to be completed by February 11, 2011. In order to support the work of the comprehensive needs assessment committees, campus faculty and staff will participate in targeted professional development that will promote professional learning communities. The PLC'S will engage in professional development using JFF's Common Instructional Framework, the C Scope Curriculum, Data Analysis (DMAC) and Assessment for Learning. Horizon Montessori will address the academic performance, quality data, leadership effectiveness, learning time, parental/community involvement, school climate, and teacher quality. The Campus will utilize extended learning time to address the professional learning communities after school from 4:30 to 6:00 p.m. Monday-Thursday and every Saturday for the first year. Teachers, administrators and instructional coaches will receive a stipend each semester for attending the required planning and staff development days in two disbursements each year (December and May). The staff development will encourage all participants to commit to the transformation process and extended learning and planning time. The campus leaders will participate in instructional leadership training that addresses, effective leadership, coaching, data-driven decision making/analysis, action research, and professional learning communities. All staff members will participate in campus wide behavioral supports for students with technical assistance from Region One Education Service Center and M.B.Flippen Keystone Character Education. Character Education will be supported campus wide and directly through the physical education course to modify behavior and increase academic learning at Horizon Montessori.</p> <p>Year 2 Activities and practices- Horizon Montessori will continue to work collaboratively in their PLC's to modify their needs assessment, align the curriculum, increase the use of high yield instructional strategies, make data-driven decisions, and effectively implement assessment for and of learning. In year two, Horizon Montessori will expand their scope of interventions to increase parental involvement, provide student mentoring, develop time management skills and behavioral supports through character education. The campus will promote on site sessions for parents that address literacy, child development, parenting, and homework assistance. Currently parents must travel off campus in order to receive support from the district. Economically disadvantaged status has limited access to parental involvement classes for some Horizon Montessori parents. By initiating a local parental involvement program, the campus will support the goals of the intervention model. Likewise, both student and teacher will be trained in effective time management practices to promote effective use of teaching and learning time. Additionally, the campus will provide a culture camp prior to the 2011-2012 school year for students in grades PreK- 7. The camp will promote the new campus culture, teach goal setting, time management, and study skills. Students will continue to take ownership of their learning and achievement by constructing a campus mission, vision, and goals for their campus, classrooms and individual students at Horizon Montessori.</p> <p>Year 3 Activities and practices The final year of the grant, Horizon Montessori will embed the collaboratively planning into the instructional day. On-line professional development opportunities will also be used as part of the 3rd year activities. Using the professional development and creation of the professional learning communities, the campus will maintain and continue to monitor assessment, instruction and assessment.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>The South Texas Educational Technologies, Inc. and Horizon Montessori I campus will consult with relevant stakeholders (students, staff, parents, community) regarding this application via school newsletter, teachers newsletter, school website, parent meetings, staff meetings and the proposed implementation of a school intervention model in an effort to improve student achievement and campus overall performance. These meetings focused primarily to propose the implementation of the Modified Transformation Model, the identification of the comprehensive needs assessment team leaders, and to obtain comments and stakeholders feedback regarding the implementation and continuous improvement of this grant program throughout the three-year life of the grant. The meetings also included information regarding the three principles of the Design Model for Transformation, which includes improving student's achievement, increasing college and career readiness, and improving campus climate.</p>		
<p>While all of our partnerships have unique memberships, goals, and approaches, the experiences of our existing partnerships and their public-private sector leaders point to some key principles of success. We will use these principles in determining and expanding partnerships such as:</p>		
<ul style="list-style-type: none"> • Successful partnerships engage in a thoughtful process to define a vision or mission and clear goals. They also take time to ensure complete agreement and understanding among all the partners. • Defining and achieving specific outcomes or results-a criterion of success that the business sector has long held as important and that the public sector is striving to embrace – is an effective way to assess progress. • Families are the ultimate consumers of the programs and services supported by after school partnerships. • Partnerships are most effective when they draw from a broad range of perspectives, resources, and expertise. • Success requires leaders who act as change agents by clearly communicating the goals of the partnership and building a broad base of support. • Successfully managing a partnership requires an effective governance structure. 		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>According to the National Commission of Teaching and America's Future, "If schools are going to be effective they must be structured to become genuine learning communities." The new principal and teacher leaders with the assistance of Region One ESC, SIRC, National Staff Development Council, and South Texas Educational Technology Curriculum Office will restructure Horizon Montessori into professional learning communities. The central office personnel currently provide the support to the campus regarding the management of other grant activities ie budget, requisitions, purchasing, delivery of goods to the campus including program management support at the campus. The charter school will add the additional staff needed to provide the support, training, and dissemination of current practices and/or policies as necessary to ensure its implementation of the intervention is fully and effective for the campus. The central office personnel will also support the campus with ongoing reporting of grant program expenditures and evaluation reports as required by the grant. A central office individual will be assigned the roles and responsibilities of managing the grant activities including but not limited to. Ensuring the campus is provided operational flexibility, ensure effective implementation of all components of the transformation process, monitoring the progress of 90 day action plans, regular communication with the transformation campus, remove any barriers that may hinder the transformation process, provide support and feedback to the principal and teacher leaders, attend the campus leadership meeting, assist in the replacement and recruitment of qualified staff, assist in the efforts to increase community and parental involvement, support the placement of social service resources at the campus, partner with campus to generate a positive school culture and attend required trainings.</p> <p>Beginning, August 18, 2010, campus staff members will engage in team building activities and professional development that addresses the characteristics of a functional team: trust, unfiltered conflict of ideas, commitment, accountability and achievement. The campus will receive 3 days of staff development in professional learning communities: PLC's and Creating Shared Visions and Values, Creating Shared Leadership and Application of Learning, and Developing Supportive Conditions and Sharing Professional Practices. Simultaneously, the learning communities will be organized by grade level and discipline to ensure coordination within a grade and articulation of content-based pedagogy.</p> <p>To assist with the structure, implementation, and monitoring of the PLC's the campus will utilize an internal instructional coach/facilitator, assistant principal, grade level chairs and campus principal to conduct frequent weekly meetings to engage in PLC activities. Grade levels will meet twice a week after school and collaborate every Saturday the first year. Each Saturday, will be alternately divided into staff development and collaborative planning days. Staff development and collaborative planning will allow the campus staff to learn, implement, and evaluate the process of PLC's. Horizon Montessori will assess student learning using the Assessment for Learning model. Each grade level will collaboratively construct pretests in each of the core content areas every six weeks: math, reading, writing, social studies and science to identify academic strengths and weaknesses that will guide the classroom instruction. Every two weeks, each grade level will administer a mini assessment to determine mastery, proficiency, and intervention groups within grade levels and among disciplines.</p> <p>The campus will provide data analysis time on Saturday every two weeks to identify students in need of intervention, knowledge and skills to address, and resources needed for hands on after school mastery classes. This continuous improvement process will cycle through from August through June each year.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Horizon Montessori will align federal, state, local and community resources as needs are identified in the Comprehensive Needs Assessment and their Campus Improvement Plan. STET, if successful, will utilize grant funds to supplement our current resources in order to provide the goals and objectives described in the school improvement intervention. STET, will use grant funds to supplement the district's budget funds for the continuation of the proposed plan. The district will not reduce or redirect current budget funding for District initiatives. The district will maintain documentation that clearly demonstrates the supplementary nature of these funds. Additionally, STET's district improvement plan has identified funds to assist with future student success initiatives. Currently the campus receives local, state, and federal resources of approximately \$2.3 million of which 77% or \$1.8 million is from State sources, 20% or \$.4 million is from federal sources and 3% or .1 million is from local sources. This grant would provide much needed revenue sources that would definitely help the campus with the school intervention model. The charter school will ensure that it meets the guidelines regarding the supplanting vs supplementing the campus programs, goals, and objectives.</p> <p>STET's Board of Trustees have also identified in our current local budget, as well as our long-range campus improvement plans, sufficient operational funds in order to effectively maintain and operate other student programs necessary for academic success. The District feels that we are in compliance with the non-supplanting requirements relating to this grant initiative. STET will utilize grant funds to supplement the projects identified in this grant application. We are committed to the success of our school district, staff, and students and we will continue to pursue additional funding sources, including private donations, other grant initiatives, and fundraising activities.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The project manager is the Comptroller of the charter school. She has over 20 years of school district finance experience. She holds a Bachelors in Accounting and is currently working on her masters at the University of Texas Pan American. She is due to complete the MBA in May of 2011. She began her education career in 1986 as an accountant for the Donna ISD school district. She then was promoted to Finance Director for Valley View ISD and remained there for 11 years until she moved to the Region One Education Service Center and provided technical support to over 25 small school districts for the region. After which she moved to the Mercedes ISD school district as the Chief Financial Officer and served there for two consecutive years. She also gained experience in charter schools while at IDEA Public Schools for two consecutive years prior to coming to our charter school two months ago.</p> <p>Her areas of expertise is Financial Management of various Business office departments such as , budgeting, purchasing, general ledger, software systems, payroll, federal grant expenditure reporting, investments, cash forecasting, financial reporting, capital financing, construction etc.. She worked closely with many departmental directors in areas of transportation, food service, curriculum, technology, state and federal programs, project management, maintenance, and federal programs throughout her education career.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The charter school will structure and implement a project director at the central office that will communicate with and support the campus school improvement efforts. Along with the project director we will be adding a data entry clerk that will collect, analyze, and prepare reports for the campus data driven meetings to be held every nine weeks. The charter school will also be adding a site coordinator at the campus that will be in constant communication with the district project director and the campus principal and leadership on the after school/ out-of school activities and monitor the progress of the grant at the campus level. The instructional facilitator will also collect, maintain and coordinate staff development trainings for the teachers at the campus. Also at the campus level we will be adding a technology teacher that will help the teachers integrate technology in the classroom and lessons. The current department heads will support teachers in the area of math, reading and language arts to support the instructional strategies and programs. The grant team will oversee that the activities support the critical success factors and milestones as described in the grant and that grant funds are expensed and aligned with grant goals and objectives.</p>		
<p>The campus instructional facilitator will also support the principal, site coordinator, counselor, social worker by ensuring that effective school-wide planning is occurring. Such as:</p> <ul style="list-style-type: none"> • Study the campus data, previous needs assessment and CIP • Study the accountability and district requirements to chart the difference between current student performance and required student performance to know how much improvement is needed and which student population needs urgent interventions • Ensure effective implementation of all components of the transformation process • Monitor the progress of the 90-day action plans • Establish fairness and consistency as the standard, and enlist leadership team as models • Use mentor to find or develop effective monitoring systems for routine management tasks and instructional staff performance. • Share data with all the staff so everyone recognizes the urgency, need for improvement and common goals • Facilitate the replacement and recruitment of qualified staff at the campus • Support initiatives to increase community and parental involvement • Ensure the placement of social services resources at the campus • Attend required trainings 		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>STET's Board of Trustees have also identified in our current local budget, as well as our long-range campus improvement plan, sufficient operational funds in order to effectively maintain and operate other student programs necessary for academic success. We are committed to the success of our charter school, staff, and students and we will continue to pursue additional funding sources, including private donations, other grant initiatives, and fundraising activities. The charter school will continue to support the Horizon Montessori I campus after the grant funds end as we do today. Current funding levels and allocations will continue to flow to the campus. As we continue to grow and expand we will support the change and efforts that have been put in place to promote student achievement and campus improvement.</p> <p>Our community is invested heavily in collaborative interaction, resource sharing, and coordination of services for students and families served by Horizon Montessori I. Our district plans and works directly with other community agencies and organizations involved in the provisions of literacy and education services. Representatives from the community, business and industry, local government, public libraries, postsecondary education service providers, and other local agencies and organizations are actively involved in planning for and implementing school reform initiatives. This includes those, which address the academic achievement of our students. Thanks to the leadership of our District, Horizon Montessori I is one of the most informed and well-trained organizations in our community.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>STET has identified critical areas to consider in the recruitment, and selection of quality external providers that will assist with the TEA Modified Transformation Model for TIER III Title I Schools. The critical components in selecting quality external providers include: alignment with establish goals, part of a long-term strategy, customized, researched-based and capacity building. When evaluating the external providers, the five characteristics will be carefully considered to determine how each provider can best meet the needs of teachers, students, parents and community members. Horizon Montessori and the South Texas Educational Technologies will utilize three types of external providers: a Regional Education Service Center, School Improvement Resource Center and several private providers. In considering each the three types of providers, STET will seek outside assistance from the external agencies that provide assistance that are aligned to the three main principles of the Transformation Model: to improve student achievement by increasing college and career readiness by building capacity of campus leaders and teachers, to improve campus climate through social and emotional supports and to utilize district support to transform systems. The primary external providers and their area of expertise are listed below:</p> <p>The School Improvement Resource Center is a state initiative created to work with schools that need support in school transformation. They provide a wide variety of services designed to meet the needs of the school or district including; Title I improvement requirements, developing needs assessments, campus improvement planning, assists with CAM (mentor) or TAP(provider). SIRC will primarily assist STET with the progress monitoring of the Tier III Title I Transformation Model to ensure the effective implementation of the required components.</p> <p>Jobs for the Future is an organization that has developed a partnership with the Educational Policy Improvement Center (EPIC). It has adopted EPIC's college readiness standards. In conjunction with University Park School Campus (a nationally recognized model), Jobs for the Future has created an instructional coaching program designed to assist schools implement a common set of high yield researched-based instructional strategies which prepare diverse learners for college level work. The six common instructional strategies include: collaborative group work, writing to learn, literacy group/circles, questioning strategies, scaffolding texts, and classroom talk. Jobs for the Future's Six Common Instructional Frameworks helps develop and deliver a rigorous college preparatory curriculum, collaborative professional development and creates a college going culture. JFF supports college readiness, academic achievement, curriculum alignment and building capacity in order to support systemic change.</p> <p>Region One Education Service Center located in Edinburg Texas has developed a comprehensive framework to assist school districts that have selected the TEA Transformation Model. It will provide high quality professional development, technical assistance and instructional programs that are aligned the needs and goals of STET. Through TEEM (Transformation to Educational Excellence Model) Region One will provide researched-based instructional practices in the key areas of: comprehensive needs assessments, data-driven decision-making, effective leadership, quality teaching and learning, effective processes and systems, sustaining a culture of success, and results-driven programs.</p> <p>Ginger Tucker Heart of Teaching Series-Ginger is an education specialist and former executive director of curriculum and staff development who has dedicated her life to providing systems of support for new and experienced teachers. She has designed materials and teaching & learning academies that can and have assisted HISD with a solid teacher induction program for new teachers. Her second and third year academies include Teaching for Learning and Assessment for Learning. The academies are designed as trainers of trainers that can be customized to meet district needs. The content and process includes research by Marzano, Stiggins, Harry Wong, Dufour, Erickson, Garner, Glickman, English, Kagan, Jacobs, Wiggins, and many more.</p> <p>National Staff Development Council is a professional association that provides research, development and dissemination corporation. It has worked to improve teaching and learning for over 40 years. It assists states, districts and schools the "No Child Left Behind" using professional staff development, strategies and resources that are research-based. They offer a litany of PD that can be customized to assist Horizon Montessori. NSDC will provide a three-day staff development session to promote the development of professional learning communities. The understanding and implementation of professional learning communities is critical to the transformation of Horizon Montessori.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>The charter school will select the sites to visit based on our campus needs. We will match our campus improvement needs with those of a current site that has implemented the changes we want to make. The campus staff will develop the desired outcomes of the visit prior to taking the trip to ensure that the visit is planned, efficient and produces the best results. Contact with the site personnel will be done at least 3 months prior to making the visit to ensure availability and sufficient time to make the travel plans. The campus principal will develop a selection process for the personnel that will be attending the site visit so that its effective and produces positive results. The personnel that travel to the site will come back to their campus and report back to the entire staff of the visit and best practices that will be implemented.</p>		

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p>The charter school currently does not have a Tier I school to serve.</p>		

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Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<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 checked="" 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		
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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.		
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<p>The STET Superintendent, the Curriculum Director, Federal Programs Director, Campus Principal, and Teachers leaders collectively identified the Tier III TEA Model of Transformation as the Title I School Improvement Model that best meets the needs of Horizon Montessori. The TIER III TEA Model of Transformation principles include: improving student achievement and increasing college and career readiness by building the capacity of campus leaders and teachers, improving campus climate through social and emotional supports, and utilizing district support to transform systems are aligned to the needs of Horizon Montessori. Under the transformation model, the campus principal will be replaced and the new principal will collaboratively conduct a needs assessment with Horizon Montessori staff, parents and community members. Over the course of the grant, the campus will understand and implement professional learning communities that will collaboratively improve academic performance and school climate, increase the use of quality data to drive instruction, leadership effectiveness, learning time, parent/community involvement, and teacher quality.</p> <p>LEADERSHIP EFFECTIVENESS</p> <p>STET will begin 2010-2011 school year with a new campus principal or will conduct a thorough evaluation process to determine if the principal will be replaced or recommended for coaching or staff development. If the principal is replaced, the change in leadership will catapult the transformation process on the campus. The new campus principal will work collaboratively with the assistant principal, curriculum director and grant facilitator. The leadership team alongside the teacher leaders will examine three key areas in order to improve leadership effectiveness: job embedded professional development, operational flexibility, and resource/data utilization.</p> <p>Professional development will include team building, professional learning communities, time management, instructional strategies and content based pedagogy which will be embedded into the grant activities over the three year period. The campus will begin professional development in August with Team building, Functional Teaming and Professional Learning Communities which will prepare Horizon Montessori for a collaborative planning and staff development throughout the year. In order to facilitate the development of the professional learning communities, flexible operational management will be utilized to extend the learning day for both staff and students. For the staff, a flexible schedule will include increased time for the PLC's after school and on the weekends. The professional learning communities will meet Monday, Wednesday, Friday, and Saturday to conduct a needs assessment, disaggregate data, create formative assessments, develop intervention strategies, and engage in professional development. The PLC's will be organized by grade level (PreK-1, 2-3 and 4-5) and discipline (math, reading, writing, science, and social studies). The leadership team will manage and support the campus transformation through adequate resource acquisition to ensure instructional acceleration and differentiation for students in order to improve the effectiveness of the professional learning communities. Horizon Montessori will consistently examine a variety of data sources to make instructional decisions that will increase academic achievement. The PLC's will schedule and monitor the progress of the campus every two weeks through pretests, mini assessments and post assessments. After the administration of each assessment, the data will be analyzed every other Saturday and used to make instructional decisions. The leadership team and professional learning communities will distribute leadership, work collaboratively, align, implement and monitor the curriculum design, the delivery of instruction, and the formative/summative assessment of and for learning. They will begin to hold each stakeholder accountable for high levels of academic achievement for all students.</p>		

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<p>QUALITY DATA TO DRIVE INSTRUCTION</p> <p>As Horizon Montessori embarks on the transformation process, a thorough understanding of data sources, data collection and analysis is essential. The campus will use a variety of data sources (AYP, AEIS, PBMAS, and other qualitative data) to complete their needs assessment and develop their campus improvement plan. The use of data will include: data disaggregation/training, data-driven decisions, and ongoing communication. The data will be collected in the beginning of the year to ensure that adequate time is allotted for goal setting (campus, grade level/discipline, and students) and implementation of the instructional program. Through staff development, the PLC's will determine what data is collected, how it should be used, and who should be involved in the process. The PLC's will examine, descriptive, comparative, longitudinal, and disaggregate data as it relates to Horizon Montessori. The campus will use DMAC (Data Management Assessment & Curriculum) system to aggregate data. Currently, DMAC provides teachers instant online access to benchmark results. The data is extensive and enables teachers to make curricular changes. The continued use of DMAC and the addition of its assessment generator as well as the TSMDS will assist teachers by giving them additional resources to create frequent pretests, mini assessments and post tests. The frequent progress monitoring supports a philosophy of Teaching for Learning. PLC's will collaboratively use the assessment results to differentiate instruction for students that have not yet mastered the Texas Essential Knowledge and Skills. Every two weeks the data will be analyzed and instructional interventions will be determined for at-risk students. The accelerated instruction will provide for differentiated needs of student groups in an extended day setting. The early systemic approach and ongoing analysis within PLC's will promote high levels of academic achievement for all students.</p> <p>ACADEMIC PERFORMANCE</p> <p>Through the process of improving academic performance Horizon Montessori will address four key areas: classroom management, instructional strategies, content, and assessment. In considering the critical areas: Horizon Montessori will ensure that the written, taught and tested are highly aligned. The campus will utilize the C scope Curriculum for the core areas of instruction. In its first year of implementation, Horizon Montessori will receive staff development in the 5 E Model of Instruction and Laying the Foundations. A thorough understanding the of the Vertical Articulation Documents, the Year at a Glance, the Instructional Focus Documents and the Exemplar Lessons will assist the campus in vertical alignment from grade to grade and horizontal coordination within a grade level. Every student will receive a guaranteed and viable curriculum designed to ensure that all students achieve at high levels. In addition, to the curriculum design, the six common high-yield instructional strategies (JFF) will support the instructional delivery of content in each classroom. The researched based instructional strategies will prepare diverse learners for college level work. The six common instructional strategies include: collaborative group work, writing to learn, literacy group/circles, questioning strategies, scaffolding texts, and classroom talk. The instructional strategies are supported by an instructional coaching model that provides professional development, implementation of instructional strategies, clinical observation & feedback, analyzing data, and the rounds model. The curriculum facilitator and teacher leaders will support the campus with the implementation and monitoring of the C Scope Curriculum, Six Common Instructional Strategies, and Ongoing Assessment for Learning. The campus principal, assistant principal, curriculum facilitator, and teacher leaders will provide continuous progress monitoring to ensure the use of the written curriculum, instructional delivery and frequent classroom assessment.</p>		

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<p>SCHOOL CLIMATE</p> <p>Establishing a positive school climate will accelerate the transformation of Horizon Montessori. Building positive relationships is the surest, fastest way to improve student performance (Smoker, 2006). The goal is to create a safe productive learning community for students. Horizon Montessori will increase student and teacher attendance, decrease disciplinary referrals, increase involvement in extracurricular activities and promote positive behavior supports through a campus wide character education program. The interactions and relationships built by Horizon Montessori will make the difference. Staff attendance is not concern for Horizon Montessori. The PLC's will examine attendance patterns for both teachers and students. Currently, 3% of the staff was absent for 10+ days during the 2009-2010 school year. The campus PLC's will create a plan of action to address attendance issues for both teachers and students on campus. Providing positive support, recognition, accountability, and incentives are a few items they will consider. As for building positive behavioral supports, the campus will engage in professional staff development on character education (Keystone) that is founded on capturing kids hearts, teaching responsibility and self-reflection. The program will be directly taught through the physical education course with the assistance of the campus counselor and P.E. teachers. Classroom teachers will model the program and support the characteristics within individual classrooms and the campus. To complement the behavior support program, the campus will increase extracurricular opportunities through UIL, science clubs, cheerleading, chess, spelling bee and choir.</p> <p>TEACHER QUALITY</p> <p>The most important factor affecting student achievement is the teacher (Marzano, 2001). Therefore it is critical that every staff member at Horizon Montessori be highly qualified. The effective teacher must have high expectations for learning, teach for mastery, and maintain good classroom management. Through the transformation process, Horizon Montessori will participate in teaching and learning academies: the First Year Teacher Academy, the Teaching for Learning Academy, and the Assessment for Learning Academy, designed to meet the needs of the first year and veteran teacher. Each of the three academies will be integrated into the PLC's at Horizon Montessori in order to recruit and retain highly qualified teachers through a supportive, nurturing environment. To increase instructional effectiveness and individual accountability the campus will utilize an integrated evaluation system for both teachers and campus leaders. Evaluations will include: the PDAS, JFF Observations & Feedback, Rounds Model, SIRC Progress Monitoring and Video Self Reflection. Each teacher will continue to be evaluated under the state PDAS system; however, the JFF Instructional Coaching Model will include two additional forms of evaluation. The campus will collaboratively select one of the six common high yield instructional strategies that will be integrated into the delivery of classroom instruction. The curriculum facilitator will model the effective use of the instructional strategy before the classroom teacher implements the selected strategy over a two week period. Progress monitoring of the strategy is followed by a formal observation and feedback session between the curriculum facilitator and the classroom teacher. The second evaluation includes a rounds model of evaluation/feedback. The host classroom teacher prepares a pre round or discussion of her class for a group of teachers. It includes a pre round sheet describing the objective, lesson and the student learning goals. The teacher requests specific feedback on student learning. The group observes the lesson and provides feedback to the teacher on the instructional strategy and student learning. The discussion supports the teacher as they improve their teaching practices while implementing each of the six common high yield instructional strategies. The PLC's will work together to reflect on teaching and learning practices. The new campus principal will participate in focused staff development from the Regional Service Center and SIRC. It will include but not limited to Administrator appraiser training, Campus Administrators Mentoring Program (CAM), Mentor Training, Positive and Proactive behavior management, SIRC Introduction</p>		

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Part 3: Intervention Model

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LEARNING TIME

In maximizing the teaching and learning time for students and staff, Horizon Montessori will implement an extended day/week to meet the needs of the professional learning communities. The PLC's will meet from 4:00 to 6:00 p.m. daily to collaboratively plan and provide accelerated instruction for students. In addition, each Saturday, PLC's will engage in staff development related to classroom/time management, content-based pedagogy, instructional strategies, and assessment. The professional staff development will be alternately integrated with planning time. A planning day will include creation of pre/post tests, analyzing data, determining interventions, and acquiring resources. Campus Leaders, teachers and paraprofessionals will receive two stipends that will be disbursed in December and May of each year. The campus incentive will encourage teachers to commit to the extended day/week.

Six Week Extended Day Schedule For PLC's

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	PLC Staff Development
2	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	PLC Planning
3	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	Extended ay Students	PLC Extended Day Teachers	PLC Staff Development
4	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	PLC Planning
5	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	PLC Staff Development
6	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	Extended Day Students	PLC Extended Day Teachers	PLC Planning

PARENT/COMMUNITY INVOLVEMENT

Horizon Montessori is located in the middle of the city surrounded by the neighboring school districts. It has a high mobility rate that serves students from the three communities of Edinburg, Sharyland and Pharr/San Juan/Alamo. Due to socio economic status of the community, students move fluidly between those districts. This lack of stability on the part of the home environment creates great needs for Horizon Montessori students. Therefore it is essential that the campus provide greater connections between the home and school environment. In the first year of the grant, the campus will examine ways to improve increased opportunities for parental and community involvement, effective communication, and increased accessibility for parents and community members. Horizon Montessori's Parental Involvement Committee currently lacks equitable access to district wide parental involvement activities since most of the district parental trainings and activities are located in town. The campus will develop a plan to serve parents and community members on campus in the areas of literacy, child development, parenting skills, and helping their child with homework. In addition, Horizon Montessori will extend library hours to Horizon Montessori students and parents.

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<p>Horizon Montessori will begin its transformation by developing a shared vision and mission and establishing campus core values and beliefs statements. The intervention leadership team consisting of principal, internal coaches, curriculum facilitator, and National Staff Development Council will be responsible for ensuring the implementation of the intervention fully and effectively including but not limited to the following:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; padding: 5px;">Year One Activities and Practices</th> <th style="width: 33%; padding: 5px;">Year Two Activities and Practices</th> <th style="width: 33%; padding: 5px;">Year Three Activities and Practices</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> ➔Complete Comprehensive Needs Assessment ➔Train and Implement Team-Building/Understanding the Functional Team ➔Professional Learning Communities Academies (PLC) through the National Staff Development Council ➔Professional Development as dictated by the results of the Comprehensive Needs Assessment ➔Extended day and week ➔Action Research for Leaders ➔Effective Leadership Professional Development ➔Character Education and Leadership Development for Staff ➔Professional Development and Implementation of CSCOPE Curriculum/Content-Based Pedagogy ➔ Implementation of the JFF Coaching Model ➔ Tools for Effective Classrooms ➔ Breakthrough Coach training </td> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> ➔Culture Camp for Students ➔Teaching for Learning ➔Time Management Workshop by Franklin Covey for Core Leaders ➔Community Involvement through the development of GED Parental classes, literacy classes, child development, parenting skills, and homework assistance ➔Implementation of the Keystone Character Education and Leadership Development Program ➔Action Research for All Campus Professional Staff ➔Continue with PLC's and the job embedded professional development activities (Jobs for the Future 6 ➔Instructional Frameworks, Data Analysis (DMAC), Assessment for Learning ➔Maintain sustainability and build capacity by reducing the number of extended weeks ➔ On-line professional learning </td> <td style="vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> ➔Cont. with Professional Learning Communities Academies through NSDC ➔Cont. with Community Involvement Activities through the development of GED Parental Classes, Literacy Classes ➔Maintain sustainability and build capacity by further reducing the Extended Week for Teachers by 50%. ➔Cont. with the implementation of the JFF Coaching Model and Six High Yield Instructional Frameworks ➔ On-line professional learning </td> </tr> </tbody> </table>			Year One Activities and Practices	Year Two Activities and Practices	Year Three Activities and Practices	<ul style="list-style-type: none"> ➔Complete Comprehensive Needs Assessment ➔Train and Implement Team-Building/Understanding the Functional Team ➔Professional Learning Communities Academies (PLC) through the National Staff Development Council ➔Professional Development as dictated by the results of the Comprehensive Needs Assessment ➔Extended day and week ➔Action Research for Leaders ➔Effective Leadership Professional Development ➔Character Education and Leadership Development for Staff ➔Professional Development and Implementation of CSCOPE Curriculum/Content-Based Pedagogy ➔ Implementation of the JFF Coaching Model ➔ Tools for Effective Classrooms ➔ Breakthrough Coach training 	<ul style="list-style-type: none"> ➔Culture Camp for Students ➔Teaching for Learning ➔Time Management Workshop by Franklin Covey for Core Leaders ➔Community Involvement through the development of GED Parental classes, literacy classes, child development, parenting skills, and homework assistance ➔Implementation of the Keystone Character Education and Leadership Development Program ➔Action Research for All Campus Professional Staff ➔Continue with PLC's and the job embedded professional development activities (Jobs for the Future 6 ➔Instructional Frameworks, Data Analysis (DMAC), Assessment for Learning ➔Maintain sustainability and build capacity by reducing the number of extended weeks ➔ On-line professional learning 	<ul style="list-style-type: none"> ➔Cont. with Professional Learning Communities Academies through NSDC ➔Cont. with Community Involvement Activities through the development of GED Parental Classes, Literacy Classes ➔Maintain sustainability and build capacity by further reducing the Extended Week for Teachers by 50%. ➔Cont. with the implementation of the JFF Coaching Model and Six High Yield Instructional Frameworks ➔ On-line professional learning
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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 3: Intervention Model			
Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Parents		
2	Campus Administrators		
3	Teachers		
4	Board Members		
5	Central Office Administrators		
6	Region One Curriculum Specialist		
7	Parent Advisory Committee		
8	Business Community Members		
9			
10			

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

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A.1	Improve Student Achievement in Reading/ELA	82% of the LEP students passed reading as compared to 92.2% for all students	Spiro, R.J.(1980). Constructive prose comprehension and recall. In R.J. Sipro,B.C. Bruce, & W.F. Brewer(EDs), <i>Theoretical issues in reading comprehension</i> . Hillsdale, NJ: Lawrence Erlbaum Associates.	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
A.2	Improve Student Achievement in Mathematics	55.37% of LEP students passed Math TAKS as compared to 82.33% for all students	Baker, C., Gersten, R., & Lee, D. (2002). <i>A synthesis of empirical research on teaching mathematics to low-achieving students</i> . The Elementary School Journal, 103(1),51-73.	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
C.1	Train our teachers how to Monitor Instruction in the area of Math through SIRC (School Improvement Resource Center)	35% of staff has 5+ years of experience and 45% have 3-5 years of experience.	School Improvement Resource Center. (2009) Retrieved May 26, 2010, from http://www.esc13.net/sirc Provides information for the Title I schools for improvement.	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
C.2	Train our teachers how to Monitor Instruction in the area of Reading/ELA through SIRC (School Improvement Resource Center)	35% of staff has 5+ years of experience and 45% have 3-5 years of experience.	School Improvement Resource Center. (2009) Retrieved May 26, 2010, from http://www.esc13.net/sirc Provides information for the Title I schools for improvement.	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
C.3	Train our teachers how to Monitor/Deliver Instruction in the area of Montessori Teaching	10% of our teachers are Montessori Certified in grades PK-6 th , 40% of our teachers are Montessori trained in Pk-6 grade	American Montessori International/USA, The Montessori Institute Denver Colorado, USA	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
B.1	Curriculum Alignment (Vertical/Horizontal) in the area of Reading/ELA	A guideline for the curriculum, delivery of instruction, standards and assessments is needed in the area of Reading/ELA TEKS	DuFour, R., & Eaker, R. (1998) Professional Learning Communities at work: <i>Best practices for enhancing student achievement</i> .	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013

			Bloomington, IN: National Educational Service.		
B.2	Curriculum Alignment (Vertical/Horizontal) in the area of Math	A guideline for the curriculum, delivery of instruction, standards and assessments is needed in the area of Math TEKS	DuFour, R., & Eaker, R. (1998) Professional Learning Communities at work: <i>Best practices for enhancing student achievement</i> . Bloomington, IN: National Educational Service.	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
B.3	Curriculum Alignment (Vertical/Horizontal) in Montessori teaching strategies	A guideline for the curriculum, delivery of instruction, standards and assessments is needed in the area of Montessori Learning Styles	Haines, A., Baker, K., & Kahan, D (2001) <i>Optimal Developmental Outcomes for the Child Ages Six to Twelve: Social, Moral, Cognitive, and Emotional Dimensions</i> , : The NAMTA Journal 26:1, Winter	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
A.3	Provide intensive instruction daily that promotes the development of various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction in Tier 3.	82% of the LEP students passed reading as compared to 92.2% for all students	Gertsen, R., Compton, D., Conner, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). <i>Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045</i>	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
A.4	Provide intensive instruction daily that promotes the development of various components of math proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction in Tier 3.	55.37% of LEP students passed Math TAKS as compared to 82.33% for all students	Gertsen, R., Beckman, S., Clark, B., Boegen, A., Marsh, L., Star, J.R., Witzel, B. (2009). <i>Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools (NCEE 2009-4060.</i>	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
A.5	Enrichment Activities after school to improve instruction/Out-Of-School Time to Improve Academic Achievement	12% of the students can afford to pay and participate in after school activities. Private Pay Activities are held only.	Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide (NCEE # 2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Dept of Education.</i>	9/2010 9/2011 9/2012	07/2011 07/2012 07/2013

A.6	Rewards/Recognition/ Field lessons for All Students/Staff demonstrating Academic Improvement	Limited options are made available to the students/staff for recognition of improved academic performance	Manzo, K.K. (2009) Virtual field trips open doors for multimedia lessons. Education Week, 28(21),9.	12/2010 09/2011 09/2012	06/2011 06/2012 06/2013
A.7	Create a school-wide science lab that is fully equipped	68% of the students passed the Science TAKS Assessment.	"What Works Best in Science and Mathematics Education Reform" Yahoo search	09/2010	05/2011
A.8	Upgrade current Science equipment	68% of the students passed the Science TAKS Assessment.	"Integrating Technology into K-12 Teaching and Learning. Yahoo Search	09/2010	05/2013
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2.A.1	Professional Development on Data Management, Assessment & Curriculum (DMAC)	Web based tool that will allow the campus to analyze assessments and student reports for planning purposes.	DMAC is a component of Region VII. It's a web based tool to help make informed decisions on curriculum and assessment	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
2.A.2	Use the DMAC tools for summative and formative assessments	Web based tool that will provide the services to make informed decision on the delivery of instruction	Bernhard, Victoria (2004) Data analysis for continuous improvement, 2 nd ed. Larchmont, NY: Eye on Education	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
2.A.3	Texas Math & Science Diagnostic System	To determine the strengths and weaknesses of students with the Texas Essential Knowledge and Skills (TEKS)	Online tool between Princeton Review and TEA for the purpose of creating formative assessment on specific content areas	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
2.B.1	Assessment for Learning	This is a learned process that allows adjustments to the ongoing instructional procedures	W. James Popham and defines formative assessment in his book "Transformative Assessment", 2008 and R. Stiggins in his book, "Classroom Assessment for Student Learning"	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
2.C.1	Extend the Day for Planning Activities around Student Assessment results	Additional time will allow the teachers to focus on student data and will adjust the delivery of instruction.	William, D. (2007/2009, December/January) Changing classroom practice. Educational Leadership 65(4), 36-42.	08/2010 08/2011 08/2012	05/2011 05/2012 05/2013
2.C.2	Extend the Day for Professional Development Activities	Additional time will allow the teachers to focus on professional development on ways to improve delivery of instruction.	William, D. (2007/2009, December/January) Changing classroom practice. Educational Leadership 65(4), 36-42.	08/2010 08/2011 08/2012	05/2011 05/2012 05/2013
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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3.A.1	Time Management & Leadership Training	Teachers need to focus on priorities and the effective use of their time.	Franklin Covey website www.franklincovey.com	9/2010	10/2011
3.A.2	Professional Learning Communities (PLC) Academies	PLC operate under the assumption that the key to improve learning for students is continuous, job embedded learning for all educators	DuFour, R., & Eaker, R (1998). Professional Learning Communities at work; Best practices for enhancing student achievement. Bloomington, IN: National Educational Service	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
3.A.3	Staff Development on Leadership Meeting Management	All staff, teachers, campus administrators will be able to have an effective meeting.	National Association of Elementary School Principals. (2008). Leading learning communities: Standards for what principals should know and be able to do(2 nd ed.) Alexandria, VA: Author. Note Taylor Ray Elementary School	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
3.A.4	Breakthrough Coach training for campus leadership	Time management skills for the leadership team for overall success	Malachi Pancoast, The Breakthrough Coach www.the-breakthrough-coach.com	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
3.B.1	On-Going Budget Management training for campus/Site Base Decision Making Team	All campus expenditure decisions are managed by central office and training of school personnel is needed before letting them manage the campus budget	Financial Accounting Resource Guide-Budget Module www.tea.state.tx.us	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
3.C.2	Quarterly Budget Review Sessions with campus leaders	On going monitoring of campus budgets to evaluate effectiveness of program costs	Financial Accounting Resource Guide-Budget Module www.tea.state.tx.us	08/2010 08/2011 08/2012	07/2011 07/2012 07/2013
3.C.3	Technical Assistance for Campus CNA Committee Members by Region One Service Center	Campus Comprehensive Assessment team and Instructional Faciliator will design and map the	NCLB Comprehensive Needs Assessment (CNA) Guide and the CNA Overview	08/2010 08/2011 08/2012	05/2011 05/2012 05/2013

		planning process to develop the units of study, instructional delivery design and resources for each nine weeks of instruction. Results will be shared and enriched by grade level staff members	www.esc20.net/www.tea.state.tx.us		
3.C.4	Progress Monitoring through SIRC,(School Improvement Resource Center)	Only 82% of LEP students met standards in Reading. Only 55.37% of LEP students met standards in Math.	School Improvement Resource Center, (2009) Retrieved May 27, 2010, from http://www.esc13.net/SIRC Provides information for Title I schools for improvement	11/2010 11/2011 11/2012	05/2011 05/2012 05/2013
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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4.A.1	Reschedule students based on needs	Assessment of students to determine the schedule changes needed for every student	Wright, J., (2006) <i>Classwork & Homework: Troubleshooting Student Problems From Start to Finish</i>	09/2010 09/2011 09/2012	04/2011 04/2012 04/2013
4.A.2	Enrichment Activities after school to improve learning/Out-Of School Time to Improve Academic Achievement	12% of the students can afford to pay and participate in after co-curricular/extra co curricular activities. Private Pay Activities are held only.	Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). <i>Structuring out-of-school time to improve academic achievement: A practice guide (NCEE # 2009-012)</i> . Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Dept of Education.	9/2010 9/2011 9/2012	07/2011 07/2012 07/2013
4.A.3	Extended Week for Teacher Collaboration and Intervention	Dedicated time will provide the teachers the structure needed weekly to ensure the quality of the tutorial instructional time.		9/2010 9/2011 9/2012	6/2011 6/2012 6/2013
4.B.1	Implement Progress Monitoring by SIRC	A 3 week progress monitoring schedule will indicate the instructional growth of the students and also indicate how effective the instructional program is progressing	School Improvement Resource Center. (2009) Retrieved May 28, 2010, from http://www.esc13.net/SIRC Provides information for the Title I schools for improvement	9/2010 9/2011 9/2012	07/2011 07/2012 07/2013
4.C.1	Create Instructional and Tutorial Sessions based on benchmark data	Student results collected from benchmarks and other assessments will be used to determine the tutorial needs of the students	Stiggins, R. (2006) <i>Classroom Assessment for Student Learning: Doing it Right – Using it Well</i> . ETS	9/2010 9/2011 9/2012	07/2011 07/2012 07/2013
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Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5.A.1	Establish and Implement a process that helps the parents understand what their role is in their child's education.	Our campus with predominantly Spanish speaking students of which 79.54% are Hispanic, 63/3% are economically disadvantaged, 37.8% are "at risk" and 30.2% are Limited English Proficient.	National Coalition for Parent Involvement in Education. www.ncpie.org Includes information on NCLB mandates regarding parental involvement and resources.	9/2010 9/2011 9/2012	07/2011 07/2012 07/2013
5.B.1	Increase the communication with parents: Parent to Parent Staff to Parent Teachers to Parent	15% of the students parents attend school events and monthly meetings.	Flippen Group, Keystone Character Education Curriculum www.flippengroup.com	9/2010 9/2011 9/2012	07/2011 07/2012 07/2013
5.B.2	Powerschool, gradebook, new school website that is interactive for parents/community	The parents receive communication via paper reports only. Manual report cards, campus Newsletter but not in an electronic format.	National Coalition for Parent Involvement in Education. www.ncpie.org Includes information on NCLB mandates regarding parental involvement and resources.	11/2010 9/2011 9/2012	07/2011 07/2012 07/2013
5.C.1	Career Day, Health Awareness Day, Fire Prevention Month, Vendor Fair, Drug Awareness Sessions, Special Education Training for parents to gain an understanding of college careers and needs of students	15% of the student's parents /community visit the campus on these events.	National Coalition for Parent Involvement in Education. www.ncpie.org Includes information on NCLB mandates regarding parental involvement and resources.	11/2010 9/2011 9/2012	07/2011 07/2012 07/2013
5.A.2	Meet the Teacher, Parents Of Participation meetings, Home meetings, Central Office Meetings,	15% of the students parents attend meetings	National Coalition for Parent Involvement in Education. www.ncpie.org Includes information on NCLB mandates regarding parental involvement and resources.	11/2010 9/2011 9/2012	07/2011 07/2012 07/2013
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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6.A.1	Implement a committee that will evaluate findings and create an action plan with perfect attendance incentives for teachers and students	Teacher attendance at Horizon Montessori is 97% ; student attendance rate is 97.1%; 40.9% teachers have 0-5 absences; 50% of the teachers have 6-10 absences .09% of the teachers have more than 10 Absences	Woods, R. Montagno, R. (1997) " Implications of Teacher Attendance on Student Performance.	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013
6.C.1	Create a positive school climate by reaching out to families and providing structures for them to become involved. School-family partnerships	To connect families and schools to help children succeed in school and in their future.	Epstein, J.L. (1994) "Theory to Practice: School and Family Partnerships Lead to School Improvement and Student Success,:"	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013
6.A.2	Pre-Post Climate Surveys will be conducted by all staff to evaluate the areas of enhancement and develop an action plan	15% of parents participate in school functions during, after school	School Improvement Resource Center, (2009) Retrieved May 28, 2010 http://www.esc13.net/sirc Provides information for Title I Schools for improvement	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013
6.C.3	Frequent and positive school to home communication (phone calls, progress reports, conferences, personal notes, newsletters, and home visits	Encourage our parents to feel welcome and confident, more comfortable with the school to increase participation.	Fagnano, C. & Boulder, W (1994) "School, Family, and Community Interactions: A View from the Firing Lines" CO: Westview Press	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013
6.B.1	Leader in Me, The Responsive Classroom programs to monitor and decrease discipline referrals	Decrease discipline referrals this year.	Covey, S., <i>The Leader in Me</i> ; Elliott N., S. (1996-98) "A Multi-year Evaluation of the Responsive Classroom Approach: Its effectiveness and acceptability in promoting social and academic competence."	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013
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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7. B.1	Develop our Teachers thru On-going job Embedded Professional Development (15 days set aside for professional development and pedagogy planning through technical assistance of SEDL, Region I and Region XVIII	Teacher attendance at Horizon Montessori is 97% ; student attendance rate is 97.1%; 40.9% teachers have 0-5 absences; 50% of the teachers have 6-10 absences .09% of the teachers have more than 10 Absences	Region One Educational Service Center SEDL Center for Professional Learning Region XVIII Educational Service Center	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013
7.B.2	Professional Learning Communities Professional Development Academies	The PLC Academies will give teachers the ability to create an action plan to implement effective PLC's in their school	Dufour, R., "Professional learning Communities at Work" & " Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn" Fullen, M., "Change Forces with a Vengeance" National Staff Development Council	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013
7.B.3	Train teachers to Implement CSCOPE Curriculum	The CSCOPE Curriculum will be implemented at Horizon Montessori 1-7 th grade to ensure the vertical alignment between the grades.	Marzano, R. " Standards in the Classroom; Fenwick English, Deep Curriculum; Grant Wiggins and Jay Mctighe, Curriculum, Instruction and Assessment Design' Heidi Hays, Curriculum Mapping; H.L. Erickson, Concept Base Curriculum & Instruction	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013
7.A.1	Progress Monitoring through SIRC,(School Improvement Resource Center)	Only 82% of LEP students met standards in Reading. Only 55.37% of LEP students met standards in Math.	School Improvement Resource Center, (2009) Retrieved May 27, 2010, from http://www.esc13.net/SIRC Provides information for Title I schools for improvement	11/2010 11/2011 11/2012	05/2011 05/2012 05/2013
7.C.1	Teachers will attend a "Tools for effective Classrooms" Academy, " Teaching for Learning"	Implement strategies as financial incentives, increase opportunities for promotion and career	Tucker, Ginger LaGrone. (2010) Tools for Effective Classrooms. GKT Publishing, Amarillo, Tx	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013

	Academy and "Assessment for Learning" Academy to promote teacher recruitment and retention.	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.			
7.B.4	Teachers will be trained on Content Based Pedagogy	High Quality content-based pedagogy will provide instruction that reflects a deeper understanding of the content that is aligned to the state curriculum (TEKS)	Ball, D. L, (2000) Bridging Practices: Intertwining Content and Pedagogy in Teaching and Learning to Teach, Journal of Teacher Education, Vol 51 (3) 241-247	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013
7.B.5	Job for the Future Coaching Model for leaders	Provides on-site Professional Learning that adapts approach to meet the needs of teachers and students, provides professional development that address the teachers concerns at different stages of the transformation of the campus	Instructional Coaching: A Partnership Approach to Improving Instruction by Kim Knight, Associate Professor at the University of Kansas Center for Research	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013
Add additional pages as needed.					

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Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Other Improvement Activities and Timeline (cont.)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
OIA.1	Implement a inquiry science and math lab for student learning and support the enrichment activities after school	To enhance the classrooms, increase student test scores, and achieve positive results in the state assessment (TEKS) 33.3% of LEP students passed the state assessment compared to 88.8% of Non LEP students tested.	National Science Teachers Association/National Science Resource Center APPLE, INC./ DELL/HP Daly,U., (2005) The Journal. "The Hidden Costs of Wireless computer labs"	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013
OIA.2	Issue to every teacher a mobile device(cell phone) to facilitate communications at the campus and with the parents and community	To improve current communication and safety concerns. Also enhance the availability of our teachers to our students, parents and peer teachers and administrators.	Safe Schools Project. Texas Senate Bill 9 Legislative Reference Library. Taken on May 28, 2010	8/2010 8/2011 8/2012	8/2010 8/2011 8/2012
OIA.3	Purchase 2 school buses for after school/Out of School activities (delivery of students)	We do not have any vehicles to transport students. Public transportation is very expensive.	Finlayson-Schueler, T., Founder Safety Rules! Fitzpatrick, P. President Compass Driving www.SafeSchools.com	09/2010	12/2010
OIA.4	Implement a Full Day Pre-Kinder Program	Our Pre-Kinder program is half a day and the parents pay the other half day. 25% of PK students are at beginner reading level.	Gormley Jr., William. (2003-2006) Hispanic students faced greater odds than other pre-k students.	8/2010 8/2011 8/2012	05/2011 05/2012 05/2013

Add additional pages as needed.

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; line-height: 30px; margin-right: 10px;">X</div> <div> <p>Extending the period of availability of school improvement funds.</p> <p><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></p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked.</p> </div> </div> <div style="margin-top: 20px;"> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; width: 30px; height: 30px; margin-right: 10px;"></div> <div> <p>"Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.</p> <p><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></p> </div> </div> <div style="margin-top: 20px;"> <div style="display: flex; align-items: flex-start;"> <div style="border: 1px solid black; width: 30px; height: 30px; margin-right: 10px;"></div> <div> <p>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.</p> <p><i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i></p> </div> </div> </div> </div>		

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Schedule #4C—Performance Assessment and Evaluation								
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)								
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement								
<p>STET personnel will monitor the implementation of the proposed plan on an ongoing basis to ensure successful completion of activities according to the timeline of anticipated dates of completion. This process will consist of the following mechanisms:</p> <p><u>Project Management</u>: Monitors the routines of program operation, tracks participant characteristics, programming, allocates staff, costs, etc. and assists in making short-term corrections and plans for the future.</p> <p><u>Staying on Track</u> - Ensures that the plan stays focused on goals, objectives, and outcomes and collects in-depth quantitative and qualitative data to increase understanding of the delivery success and problems.</p> <p><u>Efficiency</u> - Streamlines service delivery, enhances coordination among sites and services, and lowers the cost of services.</p> <p><u>Accountability</u> - Produces evidence of program effects for internal and external audiences and provides evidence of cost-effectiveness of the proposed plan.</p> <p><u>Sustainability</u> - Provides evidence to partners (i.e. school officials, school board members, government agencies, etc.) that the program is effective and merits continued expenditures of resources.</p> <p>STET has allocated the following responsibilities to the members specified in the table below:</p>								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">STET Administration</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Identify sustainability risks – Estimate probability, impact, and timeframe – Recommend approach and actions – Report on progress </td> </tr> <tr> <td style="padding: 5px;">Horizon Montessori Principal</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Ensures accuracy of probability/impact/timeframe of the objective and outcomes – Reviews recommendation on approach and actions – Builds action plans – Collects and reports general risk management measures/metrics </td> </tr> <tr> <td style="padding: 5px;">STET Project Manager</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Makes control decisions (analyze, decide, execute) for project risks – Authorizes expenditures of project resources for mitigation – Assigns or changes responsibility for risks and mitigation plans within the project – Integrates project information from the Grant Officials </td> </tr> </table>			STET Administration	<ul style="list-style-type: none"> Identify sustainability risks – Estimate probability, impact, and timeframe – Recommend approach and actions – Report on progress 	Horizon Montessori Principal	<ul style="list-style-type: none"> Ensures accuracy of probability/impact/timeframe of the objective and outcomes – Reviews recommendation on approach and actions – Builds action plans – Collects and reports general risk management measures/metrics 	STET Project Manager	<ul style="list-style-type: none"> Makes control decisions (analyze, decide, execute) for project risks – Authorizes expenditures of project resources for mitigation – Assigns or changes responsibility for risks and mitigation plans within the project – Integrates project information from the Grant Officials
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Schedule #4C—Performance Assessment and Evaluation

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program

EVALUATION
Staff development that improves the learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Evaluation is a high-level thinking process to determine the merit, value, quality, worth, or importance of someone or something. Unfortunately, some evaluation happens without predetermined criteria or careful consideration of the attributes of what is being evaluated.

Evaluation is part of what teacher leaders do in their classrooms and in their work with peers. They engage in evaluation when they determine which resources are most appropriate to use with a group of students reading below grade level. They do it when they examine instructional strategies to determine which might be most appropriate for a particular concept and group of students. They do it to engage in continuous improvement and to measure the impact of their work.

Formative evaluation looks at what is occurring within the process. It asks questions such as: Are we doing what we planned? Do we have the resources we want? Is the program being implemented as we hoped? The questions below can serve to guide formative evaluations:

- Are we doing what we planned to do?
- Are people doing what we hoped they would do?
- Are we using the resources as we planned?
- What changes are we making to accommodate surprises along the way?

The eight steps outlined in *Assessing Impact: Evaluating Staff Development* (NSDC, 2002) can be applied to the evaluation of any educational program.

Step 1: Assess availability. This step asks program managers and evaluators to determine if the program is ready for evaluation. Are the goals clear and specific? Is the program design powerful and sufficient? Are the benchmark indicators of success established?

Step 2: Formulate evaluation questions. The evaluator develops both the formative and summative evaluation questions that the evaluation will answer.

Step 3: Construct the evaluation framework. The evaluator plans the evaluation by identifying the data sources, data collection methods, data collection timeline, and planned data analysis.

Step 4: Collect data. The evaluator collects the data as planned.

Step 5: Organize and analyze data. The evaluator organizes the data for analysis and applies analysis techniques to the data.

Step 6: Interpret the analyzed data. The evaluator, working together with stakeholders, studies the analyzed data and seeks to construct meaning from the data.

Step 7: Report findings. In this step, evaluators report what they have learned from the evaluation to the various stakeholder groups involved with the project.

Step 8: Evaluate the evaluation. This step asks the evaluator to review his or her work as an evaluator and the process used and to reflect on the work in order to learn and improve it. Following these eight steps, teacher leaders can feel comfortable engaged in evaluation. The steps can be applied with academic rigor or informality to virtually any evaluation task.

The five, simple questions below can be useful in practicing evaluation think. We will be use this to structure to conduct our department meeting about the curriculum, a team meeting on student engagement, or a school improvement meeting on the new math initiative.

What is working? How do we know?; What is not working?; How do we know?; What are we going to do about it?

Continuous improvement depends on the ability to evaluate using multiple sources of information to both improve practice and to measure results. Teacher leaders often are responsible for leading evaluation to guide the continuous improvement within their schools.

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>Process Evaluation: Process evaluation techniques will be used in the assessment of program implementation. Primarily qualitative in nature, the process evaluation will be conducted through interviews and open-ended questionnaires. Parents, program staff, and program participants will be asked about the day-to-day operation of the program, the topics covered during the course of the training program, the effectiveness of the instruction, program activities, training materials, and other questions to provide feedback for the ongoing improvement of the operation of the grant. The grant staff will meet regularly and share findings from the process evaluation effort. Periodic reports will be prepared to identify the major findings of the formative evaluation and how they have been used to improve grant operations. These evaluative techniques and methods will include the following:</p> <ul style="list-style-type: none"> Surveys of parents, school personnel and community members Anecdotal and archival information Individual and focus group interviews with parents, teachers, and program participants Observations of program staff and educators Program evaluation forms developed and provided by the evaluators 		
<p>Product evaluation: Primarily quantitative in nature, product evaluation will begin with the establishment of baseline data, and committee findings at the beginning of the grant, and then be conducted on TEA pre-designated intervals to assess the core subject growth levels for each individual. Evaluation strategies will focus on assessing the following:</p> <ul style="list-style-type: none"> The extent to which the goals/objectives and activities of the grant were implemented as planned The extent to which the concept of Professional Learning Communities was materialized and adhered to for continuation/replication The extent to which the activities were effective in achieving the goals and objectives of the project The extent to which programmatic activities have lead to the sustainability of the grant after the grant period The increased level of partnerships between parents and professionals in meeting the educational needs of students 		
<p>The major categories for the performance indicators are consistent with the performance objectives of the grant:</p> <ul style="list-style-type: none"> To increase academic success of the participating students in core subjects To promote a healthy school environment as measured by attendance reports and decrease in office referrals To increase the use of quality data to drive instruction To increase the leadership effectiveness To increase learning time To increase parent and community involvement To increase school climate To increase teacher quality 		

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Groups Participating on the Development of the Campus Performance Goals.		
Teachers, parents, students, campus leaders, instructional facilitator, principal, site coordinator, social worker, project director department heads, curriculum director and central office administrators will participate in the development of the campus performance goals for 2010 to 2013.		
Process for developing the campus performance goals.		
Horizon Montessori will conduct a staff meeting to review and analyze student and campus data for the last five years by students, subject, grade, teacher (if data is available). We will break out into eight committees. The committees will do a thorough analysis of the data. Each committee will prepare a brief statement of the findings from the data reviewed. Each committee will select a chairman to share the information with the group. Each committee will develop a plan of action that includes the findings, recommendations and/or corrective actions needed, measureable performance goals, evaluation instruments to be used to measure progress for their assigned area. The committees will assemble and the chairman will share the information with the group. The committee chairman will seek feedback from the group as to the effectiveness of the plan of action to be undertaken. The chairman and committee will finalize the recommendations for continued improvement and submit them to the instructional facilitator and/or the site coordinator (for after school/out-of-school activities) for final compilation of the overall campus performance goals.		
We will answer questions such as:		
<ol style="list-style-type: none"> 1. Where have we been? 2. What are the areas of need? 3. Where do we need improvement? 4. What resources are lacking in which area? 5. What can we do differently to improve academic results? 6. Is what we are doing working? If not what can we do to improve? 		
These are the types of questions we will be focusing on when we have our annual goal setting meetings. We will be setting reasonable and measureable goals that can be achieved by the students, teachers and administrators of the campus.		
Ongoing Monitoring of Performance Goals		
Horizon Montessori will conduct a staff meeting every nine weeks to review status of the campus performance goals and the critical success factors , activities, and measureable goals. Each department head will have a meeting with the teachers to look at student benchmark results and nine weeks report cards to identify areas of need, student achievement and students failing to develop instructional interventions/strategies to help the students be successful with the state assessment (TAKS). The teachers will review the 90 day action plans to determine areas of strengths and or weaknesses with the plan and make changes to the plans as may be needed.		

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Empty response area		

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Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	AEIS Report	92.21%	93%	93.5%	94%
2	Improve Student Achievement in Mathematics	AEIS Report	82.33%	83%	85%	86%
3	Improve Student Achievement in Science	AEIS Report	75.76%	77%	78%	80%
4	Percent of ELL students meeting the standards in Science	AYP Report	74%	75%	76%	77%
5	Percent of LEP students meeting the standards in Math	AYP Report	55.38%	60%	62%	65%
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	Number of teachers trained in data disaggregation	ERO System	0%	80%	90%	95%
2	Number of teachers using DMAC report	Principal/Teacher Conference	0%	80%	90%	95%
3	Percentage Growth by students from Pre/Post Tests	Formative Assessment	70%	72%	83%	95%
4	Number of Teacher Meetings held on data	Meeting Agenda	25%	80%	90%	95%
5	Number of Classroom Observations completed	Teacher Reports	75%	80%	90%	95%

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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	Number of teachers attending coaching training	ERO System	Data Not available	80%	90%	95%
2	Number of teachers attending PLC's	Meeting Agenda & Sign In Sheets	Data Not available	80%	90%	95%
3	Number of teachers attending Time Management training	Meeting Agenda & Sign In Sheets	Data Not available	80%	90%	95%
4	Number of Data Review Meetings	Meeting Agenda & Sign in Sheets	Data Not available	80%	90%	95%
5						
Increase Learning Time – Enter the annual goals for increasing learning time on the campus, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of Students participating in extended day activities/out of school activities	Sign In Sheets	Data Not available Private Pay	70%	85%	90%
2	Number of teachers participating in PLC extended week planning	Agenda & Sign In Sheets	Data Not available	80%	90%	90%
3	Number of teachers using CSCOPE curriculum	CSCOPE Evaluation Tool	Data Not available	80%	90%	90%
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of Parents attending Parents of Participation Meetings	Agenda Sign in Sheet	15%	30%	40%	45%
2	Number of Parents Using the Web Access program for student grades	Program Statistics	Data not Available	20%	40%	50%
3	Number of Parents present for the Nine Week Data Meetings	Agenda Sign In Sheets	Data not Available	25%	30%	35%
4	Number of People using the Library Resource Center after school	Sign in Sheet	Data not available	25%	35%	45%
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Average Daily Attendance – Students	RSCCC software & PEIMS	96.5%	96.9%	97.2%	97.5%
2	Average Daily Attendance- Teachers	Payroll Records	97%	97.2	97.5%	97.7
3	Number of Disciplinary Referrals	PEIMS	5%	4.5%	4.3	4.2
4	Number of Parents present at the School Family Partnership Activities	Sign in Sheet	Data not Available	30%	35%	40%
5	Number of staff, student, parent attend community events ie. Cancer Walk, MDA Marathon etc.	Sign in Sheet	Data not available	15%	20%	25%

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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	Number of teachers using JFF classroom instructional strategies	Observations Log	Data not Available	80%	85%	90%
2	Number of teachers participating in PLC's	Agenda & Sign in Sheets	Data not available	80%	90%	95%
3	Number of teachers trained in content pedagogy	ERO System	Data not available	80%	90%	95%
4	Number of teachers trained in Montessori Instruction	Certificates	Data not available	80%	90%	95%
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	Number of students using the Science/Math Mobile Labs	Sign in Sheets	Data not available	80%	90%	95%
2	Usage of teacher cell phones to contact parents, administrators	Vendor billing	Data not available	80%	90%	95%
3	Number of students using the laptops	Check Out System	Data not available	25%	30%	35%
4						
5						

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

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary				
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276		
Project Period: August 1, 2010 through June 30, 2013				
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100	\$ 3,356,992	\$ 200,909	\$ 19,250
Professional and Contracted Services	5C 6200	334,778		39,000
Supplies and Materials	5D 6300	459,507	22,591	0
Other Operating Costs	5E 6400	519,223	39,000	0
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	258,750		258,750
	Total Direct Costs	\$4,929,250	\$ 262,500	\$ 58,250
	0% Indirect Costs		0	0
Grand Total				
Total Budgeted Costs:		\$ 4,929,250	\$ 262,500	\$ 58,250
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$5,250,000
Multiply by .05 (5% limit)				X 262,500
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 262,500

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Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,750,000 Year 2: SY 2011-2012 \$1,750,000* Year 3: SY 2012-2013 \$1,750,000* * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
<p>We currently offer a full day Pre-kindergarten program. The Montessori Program that involves an extensive hands on activities involves a great cost to have the program. The school only accepts those students that are eligible. The parents pay part of the program. We would like to offer a full day Pre-K program and cover the parents cost of the tuition so that more students can receive instruction at an early age and we increase our participation in this program. We added 4 PK teachers to our payroll on a part time basis for the three years we have the grant. We will continue to provide the program after the grant ends.</p> <p>Our Horizon Montessori school offers a very diverse afterschool program and supports the abilities of all of our students. Due to this reason, the participation rate in our program from all the surrounding districts which covers a 25 mile radius. The board of trustees, in 2004, decided not to offer transportation due to lack of resources and few students were from far away from the campus. Because of this, our district has not provided transportation in the past. Although we did not provide transportation, the school offered a wide variety of enrichment programs after school ie. Band, art, choir, piano, basketball, Spanish, dodge ball, gymnastics, volleyball, chess club, math club, foreign language club, science club, or book club. The after school program was successful, but the participation rate of economically disadvantaged students was low due to the small cost of attending the programs. If approved, this grant will open the enrichment program to all the students at no cost. The purchase of the 2 buses will enhance our program and maximize the participation of the students. These buses will provide transportation to their home after the out of school/after school activities are done for the day at 6 p.m. on a daily basis.</p> <p>For an explanation or clarification of other budgeted items see the attached schedules 5 B, 5C, 5D, 5E, 5G.</p>		

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Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Technology integration in the classroom	1		\$	\$ 128,913
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director	Management of entire program staff, grant goals and objectives. Ensures timely reporting and monitors effectiveness of entire grant activities. Approves grant expenditures for the campus.	1			200,909
5	Project (Site) Coordinator	Coordinates after school/out of school activities with students/ parents/ community/ business owners	1			185,454
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	Assistant to Project Director	1			86,545
9	Data Entry Clerk	Collect/enter information into databases for all measureable indicators.	1			77,273
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist	90 day evaluations of program goals and progress monitoring		1		85,000
Auxiliary						
12	Counselor					
13	Social Worker	Work on attendance/social services and school climate issues of the school community	1			179,272
14	Child Care Provider	Care for staff children so they can stay after school to tutor students		3		34,020
15	Community Liaison/Parent Coordinator	Parental Involvement programs	1			68,000
16	Bus Driver	Transport students to home after enrichment/out of school activities		2		25,200
17	Cafeteria Staff	Prepare/serve after school snacks		3		50,400
18	Librarian	Open library after school for student use		1		16,800
19	School Nurse	Work afterschool to care for injured students on out of school events/enrichment activities)		1		31,500

Other Employee Positions					
22	Title:	Instructional Facilitator Works closely with teachers on program goals/objectives/instruction/ student achievement	1		185,454
23	Title:	Pk-Teachers half day (Parents pay tuition for other half day)		4	197,818
24	Title:	Custodians (clean after students snacks are given to ensure the campus is clean for the next day.		3	37,800
25	Title:	Security Guards (Ensure the safety of the students, staff, parents during afterschool enrichment classes/activities)		3	41,580
26	Subtotal Employee Costs			\$	\$ 1,631,938
Substitute, Extra-Duty, Benefits					
27	6112	Substitute Pay (Training Days-Teacher out of classroom)		\$ 4,750	\$ 57,024
28	6119	Professional Staff Extra-Duty Pay (Saturday, Afterschool, Training, Incentives)		10,000	1,330,500
29	6121	Support Staff Extra-Duty Pay (Performance incentives)		2,000	94,860
30	6140	Employee Benefits		2,500	462,830
31	Subtotal Substitute, Extra-Duty, Benefits Costs			\$ 19,250	\$ 1,946,013
32	Grand Total Payroll Budget (line 26 + line 31)			\$ 19,250	\$ 3,577,151

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
621	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
2	Specify purpose: _____				
626	Rental or Lease of Buildings, Space in Buildings, or Land				
9	Specify purpose and provide calculation: _____				
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)			1,500	4,500
9	Specify purpose: Notice to Parents about Afterschool Programs/Events/(the Monitor newspaper)				
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
9	Specify purpose: _____				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval				1,500	4,500
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.	DMAC Data Software & Assessment Generator			\$ 9,500	\$ 9,500
2.	5 College Tutors			\$ 18,000	\$ 4,000
3.	American Montessori Institute, USA			25,000	25,000
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$ 13,500	\$ 52,500
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Professional Learning Communities training/ technical assistance/ evaluation assistance/CSCOPE curriculum (25 teachers x 2.5 training days x \$800.00 each)					
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount
Contractor's Payroll Costs					Pre-Award
Title: Region I Ed. Service Center				\$ 124,800	\$ 4,000
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (_____ %)					
Total Payment:				\$ 124,800	\$ 4,000
				\$ 124,800	\$ 124,800

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108-802 County-District No. Amendment No.		
Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional Development for 10 teachers x \$1,500 each. (Amount budgeted is for (1) one year (needed for 3 years)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: Flippen Group: Character Ed. Program & Professional Development		\$ 45,000	\$ 5,000	\$ 45,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 45,000	\$ 5,000	\$ 45,000
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional Development for teachers (10 teachers x \$1,500 each)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: National Staff Development Council		\$ 45,000	\$ 5,000	\$ 45,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 45,000	\$ 5,000	\$ 45,000
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Technical Assistance, progress monitoring,				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: School Improvement Resource Center		\$ 90,000	\$ 5,000	\$ 90,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Sub grants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 90,000	\$ 5,000	\$ 90,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 304,800	\$ 24,000	\$304,800
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		4,500	1,500	4,500
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		52,500	13,500	52,500
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		304,800	24,000	304,800
Remaining 6200- Professional and Contracted Services that do not require specific approval:		11,978		11,978
Grand Total:		373,778	39,000	373,778

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$ 25,000	
	#	Type	Purpose			Quantity
	1	Laptops	Student use for class projects/afterschool functions/ enrichment activities at home/school			25
	2					
	3					
	4					
6399 Technology Software- Not Capitalized					\$ 25,000	
6399 Supplies and Materials Associated with Advisory Council or Committee					\$ 5,000	
Total Supplies and Materials Requiring Specific Approval:					\$ 55,000	
Remaining 6300- Supplies and Materials that do not require specific approval:					427,098	
Grand Total				\$	\$482,098	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: SDC National Conference 10 x 3,800 x 3 years			\$	\$114,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: The Outdoor School - 150 Students - 1 x per year next 3 years (3x)				127,500
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose: After school instructors for piano, band, art, basketball, dodge ball, foreign language, gymnastics, volleyball, exploratory science, chess,				126,000
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Superintendent, Project Director, comptroller, board member Specify purpose: SDC National Conference				24,000
6429	Actual losses which could have been covered by permissible insurance - Bus Insurance				15,000
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management) (SDC Summer Conf. Requirements)				24,000
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____				
	Publication and Printing Costs- If reimbursed (specific approval required only for nonprofit charter schools)				30,000
	Specify purpose: Newspaper Advertising of Programs & Activities (10k x 3 years)				
Total 64XX- Operating Costs Requiring specific approval:					\$460,500
Remaining 6400 - Other Operating Costs that do not require specific approval:					97,723
Grand Total				\$	\$558,223

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1	Purchase one library book per student per year each year and add to the library				33,750
66XX/15XX- Technology Hardware - Capitalized					
2	Mobile Computer Labs Student use in classroom instruction/technology lessons in class/assessments by students	25,000	3		75,000
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19	2 Buses to transport students home from after school/out-of-school activities. (No transportation services are currently provided by the charter school.)	75,000	2		150,000
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
I 6600/15XX- Capital Outlay Costs:					258,750

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-802</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-802</u> 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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-802</u> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108-802 County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108-802</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;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 108-802 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)).

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	<p style="text-align: center;">TEXAS EDUCATION AGENCY</p> <p style="text-align: center;">Standard Application System</p> <p style="text-align: center;">School Years 2010-2013</p>	<p style="text-align: center;"><u>108-802</u></p> <p style="text-align: center;">County-District No.</p>
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-802</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108-802 County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

- "Covered Transaction"— A transaction under Federal non-procurement programs, which can be either a primary covered transaction or a lower tier covered transaction.
- "Lower Tier Covered Transaction"— (1) Any transaction between a participant and a person other than a procurement contract for goods or services, regardless of type, under a primary covered transaction; (2) Any procurement contract for goods or services between a participant and a person, regardless of type, expected to equal or exceed the Federal procurement small purchase threshold of \$25,000; (3) Any procurement contract for goods or services between a participant and a person under a covered transaction, regardless of amount.
- "Participant"— Any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction, including an agent or representative of another participant.
- "Principal"— An officer, director, owner, partner, principal investigator, or other person within a participant with management or supervisory responsibilities related to a covered transaction; or a consultant or other person, whether or not employed by the participant or paid with Federal funds, who (1) is in a position to handle Federal funds; (2) is in a position to influence or control the use of those funds; or (3) occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction.
- "Excluded Parties List System (EPLS)"— The list maintained and disseminated by the General Services Administration (GSA) containing names and other information about persons who are ineligible.
- "Debarment"— Action taken by a debarring official (Federal agency) to exclude a person (recipient) from participating in covered transactions.
- "Suspension"— An action taken that immediately prohibits a person from participating in covered transactions for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue.
- "Ineligible" generally refers to a person who is either excluded or disqualified.
- "Person"— Any individual, corporation, partnership, association, unit of government or legal entity, however organized, except: foreign governments or foreign governmental entities, public international organizations, foreign government owned (in whole or in part) or controlled entities, and entities consisting wholly or partially of foreign governments or foreign governmental entities.
- "Proposal"—A solicited or unsolicited bid, application, request, invitation to consider or similar communication by or on behalf of a person seeking to participate or to receive a benefit, directly or indirectly, in or under a covered transaction.
- "Voluntarily Excluded"—A status of nonparticipation or limited participation in covered transactions assumed by a person pursuant to the terms of a settlement.

1. By signing SAS Schedule #1 and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	_____ 108-802 County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>108-802</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY	
	Standard Application System	
	School Years 2010-2013	<u>108-802</u>
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

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

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	 County-District No. 108-802
Texas Title I Priority Schools Grant		

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;"> <u>108-802</u> County-District No. </div>
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- N. **School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. **Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. **General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. **Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. **Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. **Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont.NCLB ACT PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**108-802

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

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4. Highly Qualified:

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

5. Parental Involvement: The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

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Texas Title I Priority Schools Grant**6. Professional Development** includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that-

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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- 4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
- 5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
- 6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
- 9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
- 10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will it implement the following federal requirements.
 1. Develop and increase teacher and school leader effectiveness.
 - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
 - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
 1. Takes into account data on student growth as a 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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<p style="text-align: center;">TEXAS EDUCATION AGENCY</p> <p style="text-align: center;">Standard Application System</p> <p style="text-align: center;">School Year 2010-2013</p>	<p style="text-align: center;"><u>108-802</u></p> <p style="text-align: center;">County-District No.</p>
Texas Title I Priority Schools Grant		

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>108-802</u> County-District No.
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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://www.recovery.gov) website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).
4. **Access of Offices of Inspector General to Certain Records and Employees:** With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).
5. **Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the www.recovery.gov website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).

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

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

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

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

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

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

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

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

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



Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248325826
Apr. 10, 2009 LTR 4168C E0
74-2859107 000000 00 000
00015012
BODC: TE

SOUTH TEXAS EDUCATIONAL
TECHNOLOGIES INC
519 S TEXAS BLVD
WESLACO TX 78596-6220



019700

Employer Identification Number: 74-2859107
Person to Contact: Ms. Fox
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Apr. 01, 2009, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in February 1998, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(03) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations I



COMPTROLLER OF PUBLIC ACCOUNTS

STATE OF TEXAS

AUSTIN, TEXAS 78774-0100

September 16, 1998

James O. Hayes, CPA
P.O. Box 5378
Longview, TX 75608

Dear Mr. Hayes:

I am pleased to report that South Texas Educational Technologies, Inc., Taxpayer No. 3-20002-6660-4, qualifies for exemption from franchise tax effective November 12, 1997. Since this account is in the process of being updated, you should disregard any franchise tax notices for periods covered by the exemption. In the event we have reason to believe the organization no longer qualifies for exemption, we will notify the registered agent that the exempt status is under review.

This corporation also qualifies for exemption from the state and local sales taxes effective November 12, 1997 as a 501(c)(3) organization. It may now issue an exemption certificate in lieu of the sales tax on taxable items if they relate to the purpose of the exempt organization and are not used for the personal benefit of a private stockholder or individual. The certificate does not require a number to be valid and may be reproduced in any quantity.

The organization has further been classified as an educational organization effective the date of this letter, and therefore, is entitled to an exemption from the state portion of the hotel occupancy tax as of this date.

Employees traveling on official business for the organization may issue a hotel occupancy tax exemption certificate in the name of the exempt entity instead of paying the state hotel occupancy tax. The method of payment does not affect the exemption. Individuals or groups who are not employees of the exempt organization, but are traveling on official business for the organization and claiming the hotel occupancy tax exemption, must issue a hotel exemption certificate in the name of the exempt entity and pay the hotel with the organization's funds. Paying with the organization's funds is defined as paying with the organization's check, organization's credit card, or direct billing to the organization. Copies of acceptable exemption certificates are attached. You may reproduce the certificates in any quantity.

If your organization makes any sales of taxable items or services, please contact our Tax Assistance Section at 1-800-252-5355 to determine if a sales tax permit is needed. The regular number is 512/463-4600.

If the organization changes its name, registered agent or registered office address, it is required to notify the Secretary of State.

If you have any questions, please call me toll free at 1-800-531-5441, ext. 3-4726.

Sincerely,

Judy Evamichy
Judy Evamichy
Exempt Organizations Section