

For TEA Use Only Adjustments and/or annotations made 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	McAllen ISD	108906
		Organization Name James Nikki Rowe High School	County-District# 006
		Campus Name 74-6001658	Campus Number 1
		9-Digit Vendor ID#	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	<input type="checkbox"/>
5B	Payroll Costs 6100	X	X
5C	Professional and Contracted Services 6200	<input type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
James	J.	Ponce	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
956-618-6027	956-686-8362	james.ponce@mcallenisd.net	 6/1/10

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received

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

TEA DOCUMENT CONTROL NO.

701-10-112-163

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

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

Part 3: Applicant Information

Local Educational Agency (LEA) Information

LEA Name				
McAllen Independent School District				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
2000 North 23 rd Street		McAllen	Texas	78501
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
15	08-313-7620	1EGQ2	611110	
Campus Name			County-District Campus Number	
James Nikki Rowe High School			TX108906-006	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
2101 North Ware Road		McAllen	Texas	78504

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title	
Anjanette	I.	Garza	Director for State and Federal Programs	
Telephone	Fax	Email		
956-632-3232	956-632-5193	anjanette.gonzalez@mcallenisd.net		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
2000 North 23 rd Street		McAllen	Texas	78501

Secondary Contact

First Name	Initial	Last Name	Title	
Esther		Tijerina	Principal	
Telephone	Fax	E-mail		
956-632-5100	956-632-8850	ETijerina@mcallenisd.net		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
2101 North Ware Road		McAllen	Texas	78504

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

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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	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (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-- <ul style="list-style-type: none"> (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	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. 	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.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108906 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the transformation model , 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 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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Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 4: TEA Program Assurances			
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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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by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #4—Program Requirements		
Part 4: TEA Program Assurances		
#	TEA Assurance Description	
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- 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.		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108906 County-District No. Amendment No. _____
by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant
Schedule #4A—Program Abstract

Part 1: Grant Eligibility

☐ Tier I Eligible Campus
 ☐ Tier II Eligible Campus
 ☒ Tier III Eligible Campus

Identify which timeline the LEA/Campus the applicant will implement.

☐ Option 1: LEA/campus currently engaged in aggressive reform
☒ Option 2: LEA/campus in need of foundational technical assistance

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not.

Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

James Nikki Rowe HS has historically been a low performing school in the LEP student population since the reauthorization of the No Child Left Behind Act.

Year	AYP Standards		Rowe HS AYP Status	Rowe HS SIP Status
	Rdg	Math		
2003	47%	33%	Met AYP - Reading Missed AYP - Math	None
2004	47%	33%	Missed AYP - Reading Met AYP - Math	None
2005	53%	42%	Missed AYP - Reading Missed AYP - Math	Stage 1, Year 1 - Reading (2005-06 school year)
2006	53%	42%	Met AYP - Reading Met AYP - Math	Stage 1, Year 2 - Reading (2006-07 school year)
2007	60%	50%	Missed AYP - Reading Missed AYP - Math	Stage 2, Year 1 - Reading (2007-08 school year)
2008	60%	50%	Missed AYP-Reading Missed AYP-Math	Stage 3, Year 1 - Reading Stage 1, Year 1 - Math (2008-09 school year)
2009	67%	58%	Meets AYP - Reading Meets AYP-Math (TPM)	Stage 3, Year 2 - Reading Stage 1, Year 2 - Math (2009-10 school year)
2010	73%	67%	Meets AYP - Reading Meets AYP - Math	NONE (2010-11 school year)

The data sadly indicated a student population that has been lost and not identified in AEIS (state) indicators. Mediocracy, complacency, dullness and indifference have been sad characteristics from student and campus at James Nikki Rowe High School. When the heightened awareness of a student population in dire need along with allocations and support systems through the school improvement process slight measureable progress has begun.

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
ELA (10 th grade LEP)/ Math (10 th grade LEP)	49%(ELA) 25% (M)	71%(ELA) 51%(M)	81%(ELA) 64%(M)

However to continue progress for these students and the whole campus, support systems must be sustained and enhanced, which will require additional funds.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108906 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	Amendment No.

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											599	416	442	386	1843
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1843

Total Instructional Staff **155**

Total Support Staff **94**

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

1	PEIMS Reports (2007-2008, 2008-2009, 2009-2010) Areas: Disaggregation of PEIMS Student Data, Superintendent/Principal Semester Report of Student Attendance Summary; Student Disciplinary Action Incident Counts by Reason Code
2	PEIMS Reports (2007-2008, 2008-2009, 2009-2010) Areas: Student Disciplinary Action Summary for Special Ed. Students,
3	2010 TAKS Commended/Met Standard % by student population and content area
4	Parent, Student, Administrator and Teacher Surveys (Spring 2010)
5	AEIS Report (2006-2007, 2007-2008, 2008-2009)
6	AYP Report (2006-2007, 2007-2008, 2008-2009)
7	McAllen ISD Professional Staff Survey (2006-2007, 2007-2008, 2008-2009)
8	McAllen ISD Safe Schools Healthy Students Initiative Survey (Spring 2009)
9	Inova Data, School Improvement Continuums, Success maker Reports, LAS Links, TPRI Scores, Circle Assessment (2008-2009 and 2009-2010)
10	District Benchmarks (2008-2009 and 2009-2010)

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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	Amendment No.

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

Part 1: Comprehensive Needs Assessment Cont.

Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.

In planning this project and selecting an intervention model McAllen ISD conducted a thorough needs assessment, including an overview of five key areas: 1) student achievement and risk factors, 2) teacher effectiveness, 3) leadership, 4) current instructional program and 5) community and parent support. The planning committee looked at the following factors: student achievement on state assessment in reading and math, risk factors that affect student achievement, student attendance rate, discipline referrals, teacher turnover rate and length of tenure, staff qualifications, quality of existing professional development programs, teacher self assessment of skills and needs, research base of current instructional program, quality of instruction, teacher lesson plans, availability of community programs, attendance at parent events and meetings and feedback from parental surveys. The planning committee evaluated this data and incorporated the district improvement plan to determine needs and set challenging yet achievable goals for student achievement at each school. An overview of James Nikki Rowe HS is included below. McAllen ISD has selected the Transformation Model for James Nikki Rowe HS, which has been identified as "persistently low-performing" by the state and is in critical need of academic improvement. 83% of students receiving free lunch, Rowe HS is one campus that has the highest concentration of poor students (*Source: PEIMS Fall 2009 Submission*). **Student Achievement.** James Nikki Rowe HS has historically scored well below state and federal averages on the math and reading tests with 10th grade LEP student populations. James Rowe HS has been in the school improvement program since 2003. During Rowe's Stage 3 corrective action school improvement process (2008-09 thru 2009-10) slight measureable progress is evident. Components in this process include: collecting data, review and analysis of data, establishing problem statement and goals, design of a comprehensive plan for corrective action, determination a method of monitoring, setting timelines and execution. These components mandate supplemental funds for measureable progress to continue.

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
ELA (10 th grade LEP)/	49%(ELA)	71%(ELA)	81%(ELA)
Math (10 th grade LEP)	25% (M)	51%(M)	64%(M)

While students are assessed annually, teachers lack on demand access to student data to inform and differentiate daily instruction in order to meet the academic needs of individual students. **Teacher effectiveness.** On average only 20% of teachers in the school posses a master's degree or advanced certification. However, the experience level of the teachers is high: on average teachers have 26.8 year's practice in teaching (*Source: 2008-09 AEIS Report*). While our LEP teachers are well trained in appropriate teaching methods for language acquisition, our general classroom teachers do not have training to address the unique needs of this student group. Rowe HS staff survey results revealed the following weaknesses: 1) Because staff development has not included on site follow up and support for classroom implementation, teacher knowledge and confidence levels regarding research based teaching practices remain low; 2) Staff development opportunities have not been evaluated in terms of their impact on teacher learning and student achievement, 3) There is insufficient time to disseminate new learning among staff. **Instructional Program.** The curriculum currently implemented at James Nikki Rowe HS is aligned to state standards. Teachers report the need for math and reading curriculum that moves beyond standards aligned to provide support for individualized instruction, strategies for reaching ELL and special education students, a clear framework for addressing small group implementation, and better support for lesson planning. Both teachers and students report that they would like integrated technology to be a key component of future instructional programs. **Community/Family Involvement.** Needs assessment revealed that only 45% of parents attend regular parent-teacher meetings, and attendance at school parents' nights is only 30% (*Source: Spring 2010 Survey*). "Disadvantaged children have the most to gain from parent involvement activities" and because parents of at-risk students are most likely to make a positive contribution to student education when provided with adequate training and support (Cotton & Wikelund, 1989), parent outreach and education will be a key factor in James Nikki Rowe HS transformation efforts. Based on the above needs, the planning committee has determined the Transformation model to be the best option Rowe HS.

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by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	James Nikki Rowe HS Campus Instructional Leadership Team (Site Based Decision Making Team, department head and Corrective Action Team)		
2	James Nikki Rowe HS Administrative Team (Assistant Principals, Dean of Instruction and Principal)		
3	McAllen ISD's Cabinet Team (Superintendent, Assistant Superintendent for Instructional Services, Assistant Superintendent for Business Operations, Assistant Superintendent for District Operations, Executive Director for Instructional Leadership, Director for Community Information)		
4	James Nikki Rowe HS Parent Advisory Group		
5	James Nikki Rowe HS campus staff		
6	Region XIII Education Service Center, Austin, TX		
7	Central Office Support Staff (Director for Bilingual Education, Director for Special Education, Math Coordinator, Science Coordinator, Director for Curriculum Development, Director for State and Federal Programs)		
8			
9			
10			

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Texas Title I Priority Schools Grant Schedule #4B—Program Description				
Part 2: Project Management				
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).				
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.				
<p>McAllen ISD will be accountable for ensuring a system of support for James Nikki Rowe HS in the continuation of the implementation of the District Mission Critical Objectives (5). Also the James Nikki Rowe HS Corrective Action Plan (which has been in effect 08-09 and 09-10) will continue to be executed. McAllen ISD will support James Nikki Rowe HS in the implementation of programs and initiatives which will close the achievement gap for all groups of students. Nikki Rowe will incorporate the following objectives from the McAllen ISD Five Year Strategic Plan - Mission Critical - Support a Learning Organization with: Objective I - rigorous and relevant instructional program; Objective II - resources to protect the instructional core; Objective III - support systems to ensure students, teacher, and principal achievements; Objective IV - services and products to meet campus needs; Objective V - board of trustees/superintendent maintain focus on student achievement.</p> <p><u>Mission Critical Objective I - Support a learning organization whose focus is to align the curriculum to ensure coherence and consistency of a rigorous and relevant instructional program throughout the district.</u></p> <ul style="list-style-type: none"> • Utilize CSCAPE as the curriculum guide district-wide; Provide and implement staff development on planning, writing and delivering of instructional lessons; create the Instructional Leadership Team to include district staff and campus principals; Design and initiate Campus Instructional Leadership Team (CILT) Set assessment targets at Exemplary or TPM level, the higher of the two; • incorporate College Readiness Standards at all levels; establish College Readiness Indicators at all levels; Incorporate focused <i>Teaching and Learning Walks</i> to gage rigor levels of instructional practices; Conduct a curriculum audit to measure district against "best practices"; utilize value added concept (Inova) <p><u>Mission Critical Objective II - Support a learning organization whose focus is to align resources to ensure the protection of the instructional core.</u></p> <ul style="list-style-type: none"> • Clarify the Instructional for Foundations; implement Personnel Allocation Formulas • Initiate Data Driven Supplemental Resources <p><u>Mission Critical Objective III- Support a learning organization whose focus is to align support systems to ensure students, teacher and principal achievement.</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> Student/Family <ul style="list-style-type: none"> • Enhance McAllen Assistance /Support Teams at the campus level • Promote rigorous attendance standards • Establish a Family Support Center </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> Teachers <ul style="list-style-type: none"> *Establish Campus Instructional Leadership Team *Develop Tiered Professional Development </td> </tr> </table> <p>Principals</p> <ul style="list-style-type: none"> • Incorporate Organizational Health Survey; Utilize Professional Literature • Introduce Collaborative Conversations; Conduct Focused Teaching and Learning Walks • Restructure Professional Development <p><u>Mission Critical Objective IV - Support a learning organization whose focus is to align services and products to meet campus needs.</u></p> <ul style="list-style-type: none"> • Develop Campus Focused Service Teams and establish A+ Standard of Service <p><u>Mission Critical Objective V - Support a learning organization whose focus is to fortify a board/superintendent team oriented working relationship that maintains a focus on student achievement.</u></p> <ul style="list-style-type: none"> • Establish meeting Cadence to allow for informed decision making; Reorganize School Board Agenda Process; establish School Board Committees & maintain Board/ Supt. communication protocol 			Student/Family <ul style="list-style-type: none"> • Enhance McAllen Assistance /Support Teams at the campus level • Promote rigorous attendance standards • Establish a Family Support Center 	Teachers <ul style="list-style-type: none"> *Establish Campus Instructional Leadership Team *Develop Tiered Professional Development
Student/Family <ul style="list-style-type: none"> • Enhance McAllen Assistance /Support Teams at the campus level • Promote rigorous attendance standards • Establish a Family Support Center 	Teachers <ul style="list-style-type: none"> *Establish Campus Instructional Leadership Team *Develop Tiered Professional Development 			

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>The McAllen Independent School District (McAllen ISD) and Nikki Rowe HS take aggressive steps to engage parents and civic, business and political leaders in understanding the problems of Nikki Rowe HS and the range of solutions needed to prepare all students to succeed. These steps have taken place with the superintendent and the school board, formal structures and processes for conducting dialogue with and soliciting the assistance of the broader community.</p> <p>McAllen ISD and Nikki Rowe HS believe it is essential for various community leaders to understand that students should be expected to finish the rigorous academic core that historically has been completed only by a portion of students. Members of the community have been made aware that Nikki Rowe HS need assistance in linking learning to authentic activities, projects and problems and to provide students with firsthand involvement in the real work of a career field. McAllen ISD will adopt policies and procedures to help Nikki Rowe HS implement home-to-school partnerships that allow parents and teachers to share responsibility for students' learning progress and value each partner's role in the relationship. McAllen ISD will urge and support the principals and teachers to make parents full partners in planning and supporting students' in their high school programs of student and educational and career goals (<i>Epstein, J.L. 1995, School/family/community partnerships: Caring for the children we share</i>).</p> <p>McAllen ISD will guide Nikki Rowe HS to involve parents in annual meetings with the student and a teacher and/or counselor to focus on:</p> <ul style="list-style-type: none"> • analyzing each student's progress and identifying specific academic deficits and strengths, • reviewing the student's goals beyond high school and outlining the courses the student will need to achieve these goals, • discuss how the school and home can support the student in reaching these goals. <p>McAllen ISD will ensure that Nikki Rowe HS connects targeted students to an adult in the school who becomes the student's mentor/advisor. The mentor/advisor will provide continuity of communication and a contract person whom parents know and can depend on to act as an advocate for the student. Supported by McAllen ISD, the principal will continue to provide staff development in order to make program successful.</p> <p>District leaders recognize that Nikki Rowe HS needs to reach into the community for venues that will engage students in purposeful learning. The district will establish structures through which business, civic and community leaders can work with Nikki Rowe HS students to provide a range of learning experiences for students outside the school. Such experiences can include job shadowing, internships, community service projects, work study programs and apprenticeships. These experiences can all be built around the main goal of helping students connect their education to their goals for the future.</p>		

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<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.</p>		
<p>The most consistent research finding about school district effectiveness is: <u>Districts must maintain a strong focus on improving instruction and raising standards and achievement by supporting principals to become instructional leaders.</u> By this standard the McAllen Independent School District will ensure its implementation of the intervention fully and effectively by incorporating the components below:</p> <p><u>1.Expect principals to become instructional leaders and to give them authority and support to assume that role and hold them accountable.</u> McAllen ISD will be more focused on educational leadership rather than educational management. The support for improving instruction is not grounded on research on effective teacher nor does it create a systemic approach but it will provide the principal with the guidance that needs to be brought about for effective instructional practices. The principal needs to have more time to concentrate on instructional improvement. The principal will have more resources and flexibility on how the needs of at-risk students can be addressed. Professional learning will be built on promoting research based school and classroom practices; aligning training with district and school priorities for improvement; and evaluating its impact on improving school and classroom practices and student outcomes (Mission Critical Objective I, III, IV). <u>2.Expand the vision for teaching and learning beyond the minimums, to emphasize on instruction that engages all students in authentic types of learning, and to create the motivation for students to pursue.</u> Principals are to examine all aspects of the school including scheduling, climate and culture, student motivation, instructional practices, use of resources and partnerships with employers to identify and address the problems contributing to poor student performance (Mission Critical Objective I & III). <u>3.Develop a collaborative partnership among the district, the principal and the Campus Instructional Leadership Team.</u> McAllen ISD district office staff and principal will build relationships that support the need and focus on school improvement to lead the school to success (Mission Critical Objective I, III, IV). <u>4. Give principals strategies to meet expectations now being set forth by federal and state educational agencies.</u> McAllen ISD will provide Nikki Rowe HS with proven reform strategies such as new ways of using school time and organizing staff so teachers can work together on instructional issues, additional teachers and personnel with expertise in instruction, a range of additional strategies for students who need more assistance and time to achieve proficiency, and an adequate supply of up to date instructional tools and materials (Mission Critical Objective II) (i.e. McAllen Instructional Leadership Institute and Principal Institutes). <u>5. Tailor support to the needs of individual schools.</u> McAllen ISD has established district wide goals and will tailor the reform and support strategies to the unique characteristics of Nikki Rowe HS. McAllen ISD will provide the greatest amount of attention and assistance to the school of greatest need of improvement. The goal is not to implement the "top-down control", but to build capacity of the school's leadership team to adapt and implement improvement strategies effectively (Mission Critical Objective II). <u>6. Ensure that the principal has the necessary data and data analysis skills to link information about results to students' experiences in school.</u> McAllen ISD initiatives are derived by the collection and analysis of data related to student achievement. McAllen ISD provides and uses data to guide the district, school and classroom improvements in instruction and student performance. McAllen ISD will provide a range of data to Nikki Rowe HS to help them plan professional learning activities, to align curriculum and instruction, to assist and evaluate personnel, and to identify students needing accelerated instruction to reach grade level standards (i.e. Campus Instructional Leadership Team and Inova). <u>7. Send a clear message to the community about the need for change.</u> McAllen ISD is to engage all key stakeholders and to develop partners that can support the success of all students in Nikki Rowe HS (Source: <i>The Center for Comprehensive School Reform and Improvement, 2009</i>).</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108906 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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

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

Over the past several years, current district leadership has assisted schools in several reform efforts which include Title I campuses in school improvement programs. These past efforts have provided that district leaders and staff have the capacity to implement change. However, after the initial implementation of these programs was over, schools struggled to maintain changes without further district oversight. With this School Improvement effort, McAllen ISD will support schools during the transition and initial implementation, but will train school leaders and staff that can gradually assume responsibility for maintaining improvement efforts in the schools well beyond the funding period.

McAllen ISD is committed and fully prepared to provide adequate resources and support to successfully implement this project in our persistently lowest-achieving schools. Key resources to be provided by McAllen ISD are material resources, including money, physical space, time and information and human resources, which include the qualities our administrators offer such as knowledge, leadership, and access to expertise. We realize that money alone will not drive reform in our targeted schools and believe that the most important resources we can provide are time, outside expertise, and quality leadership. In particular, McAllen ISD has determined it has the capacity to support school reform efforts in the following ways:

The National Research states that district level involvement is key to the progress of school reform efforts. Careful use of instructional time and sound administrative practices are both features of classrooms and campuses with exemplary practices. McAllen ISD will work to ensure that the words and actions of administrators consistently support the components of effective school reform and collaboration. Our superintendent is particularly qualified to lead school reform efforts, with a background in implementing interventions. Dr. James Ponce, Superintendent served Dallas ISD for 16 years and has been a national and state presenter on topics of transformation and performance management. In his most recent position, Deputy Chief of Staff, Dr. Ponce provided leadership for the district Transformation Management Office, Emergency Management and Operations, Police and Security Services, Parent Services and School Choice. Prior to being named to the Transformation Management Office, Dr. Ponce served as the Area VI superintendent, which consisted of 36 campuses serving approximately 30,000 students. He also served as a bilingual teacher, assistant principal, elementary school principal, Director of Reading First under Curriculum and Instruction and Executive Director for the Transformation Management Office.

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	108906 County-District No. Amendment No.
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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 2: Project Management Cont.

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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.

McAllen ISD recognizes that effective administration of this program requires strong leadership skills, management experience, and academic training. The Nikki Rowe HS individual selected to be the project manager will be the Dean of Instruction. The Dean of Instruction is currently responsible for shaping and sustaining the school's distinctive culture and ensuring that the students internalize the school's values and aspirations for academic excellence. Various areas of strength/qualifications that qualify this individual as a program manager are various factors:

- **School culture.** Defines and builds a transformative school culture under the direction of the principal.
- **Student management.** Oversees staff training (with the collaboration of the Administrative Team) in behavior management policies, techniques, strategies, and ensuring the consistent deployment of such tools school-wide.
- **Teacher resource.** Serves as a resource to serve teachers on implementing and collecting perception, demographic, student and school process data. Facilitates (together with ELA, Math and Science Coaches) during teacher conference periods to dialogue and have collaborative conversations that can improve student and teacher relationships.
- **Student motivation.** Communicates with students; meets, listens, seeks to understand, and convinces; and builds a support network for students. This individual will serve as a facilitator to connect administrator, counselor and teacher activities and engage student body with the goal of increasing student self and collective efficacy.

The individual holds a Bachelor's Degree from an accredited four-year educational institution, a Master's Degree, 17 years of experience in the educational field, an outstanding record of instruction and has experienced student achievement, and has served at James Nikki Rowe HS for 14 years. This position engages parents and students in realizing the school's demanding standards for attendance and on-time arrival and manages transitions, minimizes loss of time, and promotes a sense of urgency in learning.

This position collaborates closely with the principal and is responsible for keeping the principal abreast of all project activities and executions. This individual participates as a chairman of the Campus Instructional Leadership Team (CILT). The Grant Project Manager, which will be the Dean of Instruction, will be responsible for the overall operation of the grant and will be responsible for the project activities in accordance with the timelines and milestones. The Project Manager will:

- **Work with Campus Instructional Leadership Team to develop and integrate data collection systems;**
- **Maintain and facilitate timely management, decision making and maximize internal resources; and**
- **Will Monitor the progress of grant activities.**

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108906 County-District No. Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

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

Part 2: Project Management Cont.

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

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

Teaching and learning are the core functions of every school, so nothing matters more to McAllen ISD than principals' and teachers' effectiveness in building a high quality instructional program and a learning environment that motivates, engages and supports student learning. While federal and state policies can influence schools' choices about teaching and learning it is the McAllen Independent School District's priority to structure and implement an individual/office with the responsibility for supporting the campus school improvement efforts (i.e. District Shepard) (*Source: Handbook on Effective Implementation of School Improvement Grant*).

McAllen ISD will play an essential role in bringing improvement to scale. This individual/office will be accountable for developing a system of goals and a broad set of reform and support strategies that build the capacity of this school's leadership team and able to create and implement an effective reform agenda that Nikki Rowe HS will call their own. This individual/office will serve as the support to Nikki Rowe HS in the undertaking of the transformation process. The responsibilities of this person will include: oversight of the transformation process, ensuring responsiveness to the campus, providing a direct line of communication to the superintendent and other district leaders, and serve as a mentor to the principal.

The roles and responsibilities of this individual/office will be as follows:

1. Ensure the campus is provided with operational flexibility.
2. Ensure effective implementation of all components of the transformation process.
3. Monitor the progress of the 90 day action plan.
4. Communicate regularly with the campus leadership team.
5. Schedule meetings regularly with the campus and leadership team.
6. Remove all district barriers that might hinder the transformation process.
7. Provide support and feedback to the principal and teacher leaders when needed or requested.
8. Take an active role in problem solving with the principal and teacher leaders.
9. Attend campus leadership meetings.
10. Assist in the replacement and recruitment of qualified staff.
11. Assist in efforts to increase community and parental involvement.
12. Support the placement of social services resources at the campus.
13. Partner with campus to generate a positive school culture.
14. Attend required trainings.

The characteristics of this individual/office leading the McAllen ISD School Improvement Office will be:

- View this role as an integral part of his/her responsibilities
- Feels responsible for the success of the transformation process
- Supports all components of the transformation process
- Has a direct line of contact with the superintendent
- Has the authority to influence central office departmental procedures
- Has experience as a building principal
- Views self as a positive change agent
- Effective communication skills

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>108906</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
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).		
Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>McAllen ISD will consider sustainability in the initial planning of the reform. During the planning phase, school leaders will communicate the need for the reform, identify resources and capabilities for sustaining the reform and will convey to the school community the appropriateness and the effectiveness of the effort. The purpose and the workings of the reform will be well understood by and have the support of the faculty and of the community and its leaders. James Nikki Rowe HS will engage in a wide representation of the community in the planning process and to help ensure long term viability of the reform.</p> <p>Behavioral change is the key to school improvement. Reform efforts must be accompanied by a fundamental cultural shift throughout the local education community, a shift that results in new behaviors among administrators, teachers and students. Such cultural changes will require ongoing support and a degree of accountability.</p> <p>Action principles that will be acted upon by McAllen ISD are indicated below:</p> <ol style="list-style-type: none"> 1. Invite faculty and community input in the planning stage and subsequently seek continued support and involvement of all stakeholders to ensure continuity of the reform effort. 2. Create contingency plans to address possible changes in staffing and resources. 3. Ensure that new staff is committed to adopting the reform measures. 4. Provide dedicated time and space for teams of educators to seek ways to maintain reforms and identify strategies for further improvement. 5. Provide professional development to educators on how to engage in ongoing problem solving, thereby establishing a culture geared toward continuous improvement. 		

<p>For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____</p> <p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>	<p align="center">TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p align="center">School Years 2010-2013</p>	<p align="center"><u>108906</u> County-District No.</p> <p align="center">_____ Amendment No.</p>
<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.</p>		
<p>McAllen ISD will recruit, screen and select the external providers that are experienced and have an independent perspective to help Nikki Rowe HS build successful programs. McAllen ISD will expect the following from the external provider as the recruiting, screening and selection process occurs: <u>Guiding Purpose of the External Provider:</u> To navigate, implement, and monitor a school's improvement through two fundamental tasks: 1. Building leadership capacity and 2. Building content knowledge and teaching skills. <u>Responsibilities:</u> External providers will work diligently to address the following four strands critical to the success of systemic school-wide reform:</p>		
<p><u>School Environment</u> - 1.Exemplify the trustworthiness and integrity necessary to lead adults. 2.Demonstrate an attitude of service; Act within the boundaries of careful stewardship of taxpayer provided resources; Model a variety of communication methods with the School/District leadership and with faculty ; Conduct discussions clarifying school culture, beliefs, and mission. 3. Become familiar with the neighborhoods in which students reside. 4. Guide the school to establishing a rich, welcoming environment for students and parents. 5. Facilitate activities that will engage all students in school life (programs, clubs, teams, etc.).</p>		
<p><u>Capacity Building</u> - 1.Lead the strategic planning process for school improvement; Guide the selection of appropriate service providers to target identified needs on the campus. 2. Facilitate think tanks in team planning to brainstorm "Innovation/Invention" activities and strategies; Review and share the latest scientifically or research based programs and practices. 3. Guide the review of teacher assignments and placement; Develop coach/mentor systems. 4. Model the facilitation of meetings (reports to the SBDM, committees, etc.), design & delivery of instruction, and research-based practices. 5. Train school leaders in the matching of professional development to campus needs. 6. Facilitate, monitor and evaluate the implementation of the working plan, and time line of improvement; Advise in the fitting of personnel to assignments. 7. Support the development and continual revision of the school improvement plan; Build leadership capacity in the principal and faculty</p>		
<p><u>Student Achievement-</u> 1. Promote the acquisition and exchange of effective teaching skills; Establish problem-solving and planning teams in each content area; Model the integration of technology into instruction. 2. Facilitate curriculum alignment to core content, program of studies and state standards; curriculum mapping, elimination of gaps and unnecessary overlaps; implementation, monitoring, reviewing, and revision; Guide faculty problem solving in relation to transition points. 3. Provide training in assessment, instruction and strategies; Teach analysis of test scores and student work to guide instructional planning and unit development; Continue training in methods to deliver and analyze benchmark test.; 4. Provide effective strategies for educating all population groups within the school.</p>		
<p><u>Learning Community-</u>1. Direct team building activities and exercises. 2. Establishing study/focus groups to investigate solutions. 3. Facilitate teacher collaboration in vertical and horizontal alignment of instruction. 4. Improve teaching and learning through modeling effective lessons and strategies. 5. Demonstrate the attitude that "all students can learn". 6. Focus the entire learning community on student achievement. 7. Lead faculty members to become proficient in the knowledge and skills of their discipline (<i>Source: Hassel, B.C., & Hassel, E.A. 2005</i>).</p>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
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).		
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>Site visits will be organized to support teacher learning and model implementation. Visits will include classroom observations, teacher debriefing and coaching, and consultation with site administrators regarding model implementation. Site visits will include the participation of all school staff. In addition opportunities for peer coaching will be provided.</p> <p>McAllen ISD will arrange for James Nikki Rowe HS to coordinate site visits in various parts of McAllen ISD and/or other districts throughout the State of Texas as part of education reform. As a tool to prepare for a site visit through the district shepherd's office will develop a series of guiding questions, an overall protocol for conducting the visit and for post-visit debriefing, and information on site-visit etiquette. A framework for peer coaching will be developed by the CILT which will include one representative per grade level.</p> <p>Participants will find the approach helpful for generating ideas and for identifying potentially effective strategies that could be used at James Nikki Rowe HS to improve student achievement and collaborative planning sessions.</p> <p>For promoting school-wide change, site visits will be most productive when the team of representative members from the James Nikki Rowe HS, for example, an administrator, a classroom teacher, a special education teacher, and a paraprofessional actively engaged in school reform strategies and activities.</p> <p>When deciding on a site visit, some important questions to consider are:</p> <ol style="list-style-type: none"> 1. What contribution do you believe your team will be able to make to improve your school? 2. What do you think a visit would contribute to your efforts to effect change that would benefit all students? 3. What school reform initiatives are you and other team members most excited about? 4. What experience do members of your team have in working on school reform efforts that include all students? <p>A team approach to a site visit will allow for the richness of multiple perspectives and broadens the resource base once the team returns to the home school. Productive education reform comes about when there is a collaborative team effort between school and community.</p> <p>Debriefing sessions will be scheduled to identify and develop an implementation plan to disseminate learned targeted instructional strategies.</p>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
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).		
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>Not applicable.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <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		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	Amendment No. _____

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus.
2. The timeline delineating the steps the campus will take to implement the selected intervention.

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James Nikki Rowe HS plans are to continue the school improvement efforts as outlined in the School Improvement Program Corrective Action Plan 2008-2009 and 2009-2010, it is the goal of the school improvement efforts to continue making progress, which is evident in student academic performances. Nikki Rowe HS, with guidance from central office will adopt a Transformation Model that involves a rigorous program that will be designed to increase effectiveness of teacher and campus leaders, improve instruction through targeted professional development, create a community oriented school and provide operational flexibility to school to increase student achievement. Nikki Rowe HS will engage in a research based approach to transform. The benefit of this school model is that it incorporates an established structure, a control of variables, and establishes a focused core, and coherence. This reform model will be an effective tool for Nikki Rowe HS to continue implementation of existing Corrective Action Plan (08-09 and -09-10) and district mission critical goals objectives.

Because school reform models vary in their philosophical grounding and evidence of effectiveness, McAllen ISD and James Nikki Rowe HS decision-makers will carefully scrutinize the transformation model and will design a plan that will be structured and that will impact student achievement, costs, and the extent of assistance offered.

#1:

McAllen ISD will:

1. Develop a rigorous application review and selection process to identify promising practices to establish the transformation model
2. Selected district coordinators/directors teams will assist campus selected team in thorough review of the transformation model
3. Develop a long term plan to recruit and train school leaders

Nikki Rowe HS will:

1. Carefully craft the vision for adopting a new school model and make the case for why its approaches will produce the desired results
2. Tend to the details of implementation goals, including improvement targets and timelines. Focus on closing the achievement gap and improving the learning of all students
3. Provide broad based orientation and professional development so that staff are fully aware of the needs and potential of the new school model
4. Recruit a critical mass of committed support for the new school plan among key stakeholders such as parents, community organizations, local businesses and the philanthropic community
5. Cultivate support for the establishment of a positive learning culture among staff hired to work in the new school
6. Develop a clear plan of action and adhere closely to the integrity of the chosen program to maintain fidelity of implementation

(Source: The Center for Comprehensive School Reform and Improvement, 2009)

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

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

Part 3: Intervention Model

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

#1 Continued:

A successful school should have a culture that encourages learning and academic rigor, and fostering that requires focus and common vision at the district and school levels on practices that create greater student effort to achieve.

The district office will be organized to provide support for James Nikki Rowe HS in creating and implementing a customized plan for improving instruction and student achievement and steps will be taken to make this support visible and integrated into school level improvement. Leadership roles will be redefined at all levels, from the superintendent, district office staff and school board, to principal and teachers at the campus. District staff members will understand that their role is to support James Nikki Rowe HS and to visit frequently to provide technical assistance. Every position in the district office will be evaluated as to its potential contributions that can be given towards improving James Nikki Rowe HS's classroom practices, graduation rates and students' preparation for college and careers.

The James Nikki Rowe HS Transformation Model will represent the most comprehensive and ambitious plan in the history of the district and school and calls for fundamental changes in:

- how James Nikki Rowe HS will be designed and how they operate
- how central office supports James Nikki Rowe HS and school based personnel
- what is expected from the principal, teachers and central office staff

The five processes that will be involved in the Transformation Model are as follows:

Process I – Data and Organizational Analysis

Process II – Leadership Advisement

Process III – Creating Impactful Teams

Process IV – Strategic Planning and Implementation

Process V – Ongoing Evaluation

Process I Description: Staff will be taken through a process of analyzing student achievement data in a manner that uncovers revealing trends in student performance. An analysis of the organization structure of the school (instructional resource materials and personnel resources) will be completed to include a correlation comparison with the data.

Process II Description: After Process I has been completed, the staff will share the results with the leadership team of the school and will advise of the necessary steps needed to transform the school. Recommendations will be submitted to the school leadership during Process II in a series of face-to-face meetings. School leadership will determine, with the guidance of central office staff, recommendations. School leadership will determine recommendations with guidance from central office to move forward to transform the school and will be taken through a comprehensive and in depth transformation process throughout the entire school year.

<p>For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____</p> <p>by telephone/e-mail/FAX on _____ of TEA.</p>	<p>TEXAS EDUCATION AGENCY Standard Application System (SAS)</p> <p>School Years 2010-2013</p>	<p><u>108906</u> County-District No.</p> <p>_____ Amendment No.</p>
<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 3: Intervention Model</p>		
<p>Section B: Model Selection Process Cont. Responses are limited to five pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p><u>Continued #1:</u></p> <p>Process III Description: School leadership will be taken through a process to create impactful teams and will develop processes for how they should function. School staff will then take part in the most liberating and empowering process they will ever experience, becoming a member of an impactful team.</p> <p>Process IV Description: Using the data and organizational information that was gathered during Process I, school administration along with the teams that are taken through a process that identifies and prioritize goals and methods for evaluating each and then they are identified. It will be during this process that many of the components for the strategic plan for the school will transpire.</p> <p>Process V Description: Process V involves the ongoing evaluation and fidelity to which the strategic plan is being implemented. This will be a critical step in the transformation process to ensure optimal levels of implementation of the Transformation Model (<i>Source: Redding, S., & Walberg, 2008; Handbook on Effective Implementation of School Improvement Grants</i>).</p> <p>James Nikki Rowe HS, in conjunction with McAllen ISD, will be provided with support and technical assistance through the School Improvement Resource Center (SIRC), located at the Region XIII Education Service Center in Austin. SIRC will provide the following types of support and technical assistance:</p> <ul style="list-style-type: none"> • training on transformation model • training, assistance and support to implement the transformation model • support for implementation of the District's Transformation Office • on-site technical assistance via Professional Service Provider • pre-assessment of the District's readiness, capacity and commitment to implement the grant program • needs assessment of the District's systems of support, formative assessment processes, use of data and professional development • assistance on awareness and communications around the grant • on-going technical assistance to district and James Nikki Rowe HS via phone communication, online resources, face to face mentoring/training, webinars, teleconferencing and/or discussion boards <p>(<i>Source: Texas Education Agency, TTIPS Grant Resource, 2010</i>)</p>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No.
Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
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<p>#2: The three year program will be designed to increase the effectiveness of the teacher and leadership staff at James Nikki Rowe HS, improve instruction through intensive but very targeted professional development, the creation of a community oriented school and provide flexibility to James Nikki Rowe HS to increase student achievement. James Nikki Rowe HS will engage in scientifically research based approaches that will transform the campus into a higher achieving community. The model will provide James Nikki Rowe HS with the support, resources and training to enhance James Nikki Rowe HS with the ability to meet the needs of each student and to enable these students to be college and career ready. The following timeline will be followed:</p> <p>Extended Implementation of the Transformation Model at James Nikki Rowe HS:</p> <p>Summer 2010</p> <ul style="list-style-type: none"> • TEA awards grants and negotiations commence <p>Fall I</p> <ul style="list-style-type: none"> • TEA distributes NOGA for a three year period • Quarterly Implementation report due to TEA • District Snapshot <p>Spring I</p> <ul style="list-style-type: none"> • LEA submits model selection and description report • LEA/campus will implement state/district required procedures 1) bidding contracts, and procurement procedures and 2) evaluation and hiring of necessary staff to implement staffing requirements of model selected • Quarterly Implementation Report due to TEA • CNA via campus snapshot • Identification of key partners • Establish the LEA to designate the personnel to assist with the Transformation Model • End of year 1 Implementation report due to TEA <p>Summer I</p> <ul style="list-style-type: none"> • Identify teacher leaders • Attend Summer Seminar training • Develop job embedded professional development for Year 1 • Complete first 90 day action plan <p>August 1, 2011</p> <ul style="list-style-type: none"> • LEA/campus begins full implementation of model • TEA evaluates LEA/campus performance on annual goals and meeting grant requirements 		

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<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 3: Intervention Model Section B: Model Selection Process Cont. Responses are limited to five pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Continued #2: Fall II</p> <ul style="list-style-type: none"> • Implement schoolwide Positive Behavior Support Interventions • Begin providing enhanced social support • Teacher leaders begin collecting observation data to guide professional development and student interventions • Begin online courses • Review progress toward goals in 90 day action plan <p>November 1, 2011-May 1, 2013</p> <ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA • TEA evaluates (ongoing) LEA/campus performance on annual goals and meeting grant requirements <p>Spring II</p> <ul style="list-style-type: none"> • Review behavioral data and PEIMS to analyze PBS implementation • Implement targeted professional development based on classroom observation data and student data • Write next 90 day action plan <p>Summer II</p> <ul style="list-style-type: none"> • Attend summer training • Review and revise professional development plans • Review and revise needs assessment • Analyze progress toward goals in previous 90 day action plans • Teachers leaders action research topics • Develop plan for classroom interventions for PBS • Write new 90 day action plan • Attend NSDC Summer Conference <p>Fall III</p> <ul style="list-style-type: none"> • Re-administer campus snapshot • Implement revised and updated professional development plan • Begin action research projects • Begin action research projects • Continue online courses • Write new 90 day action plan <p>Spring III</p> <ul style="list-style-type: none"> • Finalize action research projects • Collect data for PBS evaluation • Continue online learning • Write new 90 day action plan <p>Summer III</p> <ul style="list-style-type: none"> • Present action research • Conduct intense data review and process evaluation • Create sustainability plan • Develop plan to continue use of teacher leaders as an instructional core <p>June 30, 2013</p> <ul style="list-style-type: none"> • LEA grant end date <p>July 31, 2013</p> <ul style="list-style-type: none"> • Final Implementation Report due to TEA 		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
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	James Nikki Rowe HS Campus Instructional Leadership Team (Site Based Decision Making Team, department head and Corrective Action Team)	
2	James Nikki Rowe HS Administrative Team (Assistant Principals, Dean of Instruction and Principal)	
3	McAllen ISD's Cabinet Team (Superintendent, Assistant Superintendent for Instructional Services, Assistant Superintendent for Business Operations, Assistant Superintendent for District Operations, Executive Director for Instructional Leadership, Director for Community Information)	
4	Central Office Support Staff (Director for Bilingual Education, Director for Special Education, Math Coordinator, Science Coordinator, Director for Curriculum Development, Director for State and Federal Programs)	
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<p>Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 3: Intervention Model</p>		
<p>Section D: Improvement Activities and Timeline</p>		
<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p>		
<p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p>		
<ul style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ul 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 <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ul style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ul 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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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Driven Instruction	Departmental Teachers will collaboratively work on the timelines for the year for each course. TAKS, C-scope, textbooks and several resources will be used in development.	When stake holders will have a voice in decisions, they are accepted with less resistance.	Brown, Michelle, 2009, "Campus Level Decision Making Practices	Aug. 2010	June 2013
	At the end of each six weeks, teachers will meet to review student data from benchmarks, mini-assessments, six weeks grades and make necessary adjustments to timelines as per data analysis.	Data obtained and analyzed when used effectively leads to better instructional decisions	Center for the Future for Arizona, "Beat the Odds" 2009	Oct. 2010	June 2013
	After school and morning tutorials will be held along with SES tutoring will be held weekly for students for re-teaching to allow for more student success.	The sooner material is re-taught, the stronger the possibility that the student will understand.	Center for the Future for Arizona, "Beat the Odds" 2009	Aug. 2010	June 2013
Curriculum Alignment	Horizontal Alignment is well in place and will be continued for ELA and math. However, more activities providing for increased rigor and engagement will be a major focus this year. Timelines will be used throughout the year and meetings to review them will be held after every six weeks.	When the entire department has input in making the determination of material taught, the possibility of buying into the product and using it is much greater. High level activities better prepare student thinking and achievement.	Wellings, R.S., Byham WC & Wilson (1991), "Empowering teams: creating self directed work group that improve quality, productivity and participation"	July 2010	June 2013
	Vertical alignment with feeder schools will begin	All teachers at each grade level contribute to prepare	Wellings, R.S., Byham WC & Wilson (1991),	Aug. 2010	June 2013

On-going monitoring of instruction	during the summer under the direction of the campus instructional coaches. Teacher representatives from every grade level will be involved. Resources including C-scope, TEKS and TAKS will be used. The final plan will be presented to the core subject teachers K-12. At least two review meetings will be held during the instructional year.	students to be College Ready.	"Empowering teams: creating self directed work group that improve quality, productivity and participation"		
	Instruction will be monitored continuously throughout the year incorporating systems which include the calibration talks with teachers and administrators over PDAS, rigor, relevance, and student engagement.	What is monitored and focused on is more likely to happen at a successful level.	"Monitoring School Improvement in Maryland", 1997-2009	Aug. 2010	June 2013
	Administrative team will incorporate a system where focused teaching and learning walks to gage rigor levels of instructional practices. Documentation of classroom visits will impact teacher accountability and teacher growth.	As the administrative team chooses to monitor rigor and training is provided for staff, rigor levels of instructional practices will be increased	Del Valle, M, TEA Best Practices Clearinghouse, "Increasing Rigor and Student Engagement in Middle Schools"	Aug. 2010	June 2013
	Walkthrough forms will be charted per teacher, departments and the entire school to determine staff needs, growth and concerns pertaining to instructional strategies over student engagement, rigor and academic language.	Data will provide evidence of growth or decline.	Data Driven Decision Making Publication (5/2010) via website: 3d2know.cosn.org	Aug. 2010	June 2013
	Benchmarks, mini-assessments and six weeks grades will be used to determine student and teacher success of material taught.	Data does the talking.	Lipman, Glen; January 2010	Oct. 2010	June 2013
	Data will be reviewed	Instruction must be	Lipman, Glen; January	Aug.	June

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Disaggregation/Training	At the beginning of the school year, a training session on data disaggregation will be provided for the staff by Region XIII and/or the dean of instruction.	A staff is more effective in making instructional decisions if it knows how to read data.	Lipman, Glen; January 2010	Aug 2010	July 2013
	Region XIII personnel will have several data meetings throughout the school year with staff to inform and share progress being made as per mini-assessment teacher plotting and benchmark data. Comparisons are made between sub-populations and teachers are encouraged to make adjustments as needed.	Better instructional decisions are made after data is reviewed.	Redding & Perlman, 2009, "Handbook on Effective Implementation of School Improvement Grants"; Lipman, Glen; January 2010	Aug 2010	July 2013
	The various core teams will have several meetings throughout the year to study student data and make decisions based on such data. Skills taught at the trainings will be used as teams disaggregate data.	Better instructional decisions are made after data is reviewed.	Data Driven Decision Making Publication (5/2010) via website: 3d2know.cosn.org	Aug 2010	July 2013
Data-driven Decisions	During the summer, perception and instructional survey data will be studied by the Campus Instructional Leadership Team to work on the needs	Data analysis is a needed step to develop a strong school needs assessments.	Data Driven Decision Making Publication (5/2010) via website: 3d2know.cosn.org	Aug 2010	July 2013

On-going Communication	assessment for the school. During the Spring of 2010 and the following years, data pertaining to student course selections will be studied to develop master schedule.	Students do better when they have choice on course selection.		Spring 2010	Spring 2010
	Skills obtained at training will be used at the end of each six weeks when reviewing data over the benchmark, mini-assessments and six weeks grades to make instructional decisions.	Adjustments to timelines must be made only after data is reviewed analyzed.	Lipman, Glen; January 2010	Aug 2010	May 2013
	End of year data will be used to determine summer school schedule for credit accrual.	Student needs are met more effectively if decisions are made based on data.	Lipman, Glen; January 2010	Spring 2010	July 2013
	The Campus Instructional Leadership Team (CILT) will develop the needs assessment and the campus improvement plan clarifying expectations to create a vision and agreement about what needs to be done up front.	When an organization knows and understands its goals and it stays focused, the possibility of meeting goals is significantly increased.	"Monitoring School Improvement in Maryland", 1997-2009	June 2010	July 2013
	The principal and the CILT will present the improvement plan, goals and vision to the staff at the beginning of the school year.	When an organization knows and understands its goals and it stays focused, the possibility of meeting goals is significantly increased.	"Monitoring School Improvement in Maryland", 1997-2009	June 2010	July 2013
	The CILT will meet every nine weeks with the administrative team to review data re-visit instructional goals make targeted decisions for the next period.	When an organization knows and understands its goals and it stays focused, the possibility of meeting goals is significantly increased.	NASP Resource Principal Leadership Magazine, vol 5 no. 4, Dec. 2004, "A Problem Solving for Improving Student Achievement", p. 3	June 2010	July 2013
	Daily announcements of school and/or staff events will be made with	When a campus consistently stresses an instructional component,	Shannon Sue, Aug 2007, "Nine Characteristics of High Performing Schools"	Aug 2010	May 2013

	<p>specific instructional challenge and the "three vocabulary words of the day". Every teacher must use the words during daily lesson.</p> <p>Teachers will send a copy of the timeline to parents every six weeks.</p> <p>Campus teachers will continue to provide services for parents to keep them informed in instructional issues; such as student grades, timelines, using email communication.</p> <p>Administrative instructional meetings will be held weekly to discuss goals, walkthrough findings, instruction, data, student achievement, staff, student and teacher progress, urgency...</p> <p>Small group and/or whole group staff meetings will be scheduled to address instruction and student needs.</p> <p>The principal and dean of instruction will meet with each core department every six weeks to review performance by department, student data and timelines. Decisions will be made for the next six weeks curriculum.</p>	<p>there is significant increase.</p> <p>Focusing on instruction consistently and collaboratively and informing parents and students of upcoming instructional goals, increases the probability of student success is increased.</p> <p>As teachers inform parents over instructional concerns/issues, trust is increased and student performance is likely to increase.</p> <p>Areas of concern that receive much focus are improved.</p> <p>Teachers will stay focused on instruction and student needs to increase student performance.</p> <p>With clear expectations, resources, data and a monitoring system in place, members of the organization will stay focused and student learning will be impacted.</p>	<p>ACRN. Parental Involvement Student Success, p.1</p> <p>ACRN. Parental Involvement Student Success, p.1</p> <p>NASP Resource Principal Leadership Magazine, vol 5 no. 4, Dec. 2004, "A Problem Solving for Improving Student Achievement", p. 3</p> <p>NASP Resource Principal Leadership Magazine, vol 5 no. 4, Dec. 2004, "A Problem Solving for Improving Student Achievement", p. 3</p>	<p>Aug 2010</p> <p>Aug 2010</p> <p>July 2010</p> <p>Aug 2010</p> <p>Aug 2010</p>	<p>May 2013</p> <p>May 2013</p> <p>June 2013</p> <p>June 2013</p> <p>May 2013</p>
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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
On-going Job Embedded Professional Development	The principal will attend at least two leadership conferences each year.	Leadership skills and traits can be learned, acquired and implemented to positively impact an organization.	Terry, Paul. "Empowering Teachers as Leaders", University of Memphis, p.4	Aug 2010	Spring 2013
	The administrative team and PSP will obtain Covey leadership training and/or book studies throughout the school year focusing on "The Speed of Trust" and "The Seven Habits of Highly Effective People."	A written detailed visualized plan is more likely to be implemented in school. Clear expectation and knowing where the school is going can lead to a positive culture and impact staff and students.	Terry, Paul. "Empowering Teachers as Leaders", University of Memphis, p.4	Fall 2011	Spring 2013
	A plan will be developed by the principal, dean and PSP on the implementation of target Covey behaviors to build trust within the organization and meet expectations.	Leadership skills and traits can be learned, acquired and implemented to positively impact an organization.	Terry, Paul. "Empowering Teachers as Leaders", University of Memphis, p.4	Fall 2011	Spring 2013
	The principal will continue meeting with the District Administrative Leadership Team for continued growth.	Special district leadership meeting/trainings can lead to a positive impact on leadership skills.	Terry, Paul. "Empowering Teachers as Leaders", University of Memphis, p.6	Fall 2011	Spring 2013
	The entire campus administrative team including and core department heads will receive 12 hours of coaching yearly.	Coaching is a form of individualized staff development which allows for growth in personal and work related goals.		Fall 2011	Spring 2013

Operational Flexibility	The principal will give teachers choice of meeting time when all are required to attend. Meetings will be held before school, or after school.	Information transparency and stakeholder input leads to trust in leadership and each other, and decisions are more easily supported.		Aug 2010	May 2013
	The six weeks core departmental meetings will continue to be on Saturdays.	Uninterrupted time is needed to analyze data and make instructional decisions for the next grading period.		Aug 2010	May 2013
	The administrative team one hour meetings will be held weekly before or after school to develop leadership capacity and monitor instruction.	Uninterrupted time is needed for administrators to discuss instructional issues based on data and observations or walkthroughs.		Aug 2010	May 2013
	Parent meetings will be held mainly in the evening; however, meetings for targeted individual parents will be held with flexible hours in mind to meet parent's needs.	Information transparency and stakeholder input leads to trust in leadership and each other, and decisions are more easily supported.	America's Career Resource Network, "Parental Involvement = Student Access", pp.1-3	Aug 2010	May 2013
	In-school personnel, instructional coaches, central office personnel, peer school principals and the PSP will be easily available to the principal as resources in data utilization. Region I, Region XIII, SIRC and TEA specialists and outside consultants will also be available as additional resources in effectively using data.	When in-house data is analyzed and used to make instructional decisions, stakeholders, will accept decisions easily and work towards goals with less resistance.	"School Improvement in Maryland" Indicators for Effective Principal Leadership in Improving Student Achievement" p. 1 & 2	Aug 2010	May 2013
	The administrative team will have one hour	When data is used to make instructional plans	Display Best Practice, www.teaabp.org/	Aug 2010	May 2013

Resource/ Data Utilization	<p>weekly meetings before or after school to develop leadership capacity and monitor instruction.</p> <p>Parent meetings will be held mainly in the evening; however, meetings for targeted individual parents will be held with the flexible hours in mind to meet parent's needs.</p>	<p>decisions for the next grading period.</p> <p>Uninterrupted time is needed to analyze data and make instructional decisions for the next grading period.</p>	<p>America's Career Resource Network, "parental Involvement = Student Access", pp.1-3</p>	<p>Aug 2010</p>	<p>May 2013</p>
	<p>In-school personnel, instructional coaches, central office personnel, peer school principals and the PSP will be easily available to the principal as resources in data utilization. Region I, Region XIII, SIRC and TEA specialists and outside consultants will also be available as resources. Reg.XIII will meet with the staff to provide in-service to the staff pertaining to AEIS, AYP and PEIMS data. Reports will be available to administration and instructional staff to use in making academic and instructional decisions.</p>	<p>Information transparency and stakeholder input leads to trust in leadership and each other, and decisions are more easily supported.</p>	<p>"School Improvement in Maryland" Indicators for Effective Principal Leadership in Improving Student Achievement" p. 1 & 2</p>	<p>Aug 2010</p>	<p>May 2013</p>
	<p>Core departmental meetings will be held with the principal and dean of instruction every six weeks to study benchmarks, mini-assessment plotted student mastery data and six weeks grades. Timelines will be adjusted based on analysis.</p>	<p>When in-house data is analyzed and used to make instructional decision, stakeholders, will accept decision easily and work towards goals with less resistance.</p>	<p>Redding & Perlman, 2009, "Handbook on Effective Implementation of School Improvement Grants"; Lipman, Glen; January 2010</p>	<p>Aug 2010</p>	<p>May 2013</p>

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Flexible Scheduling	Targeted students will be provided with blocked periods (twice the time) in core area subjects as needed.	Some students need more learning time to accomplish the same goal.	Pitner, Suzanne, March 16, 2009, "Classroom Instruction That Works"	Spring 2010	May 2013
	Multiple period blocks via I Care will be available to gain credits.	Students who failed classes and have fallen behind cohort, need a different approach and more to obtain credits.	Pitner, Suzanne, March 16, 2009, "Classroom Instruction That Works"	Spring 2010	May 2013
	LEP and special education students are provided with additional reading, vocabulary and/ language programs to acquire skills to better prepare them for regular classes.	Some students need more learning time to be successful.	Pitner, Suzanne, March 16, 2009, "Classroom Instruction That Works"	Spring 2010	May 2013
	Tutoring is available four times weekly before and after school to help students to stay successful or catch up with content.	Some students need more learning time to accomplish the same goal.		Spring 2010	May 2013
	TAKS "pull out" and before or after school tutoring sessions are available for target students throughout the year.	Some students need more learning time to accomplish the same goal.		Spring 2010	May 2013
	SES will continue to be available for students in core content classes and TAKS throughout the year allowing for face to face tutoring after school until 8:00 pm Monday – Friday and then on Saturday for a half day. If the student chooses to work via a computer on the SES program, he/she can work at any time.	Some students need more learning time to accomplish the same goal.		Spring 2010	May 2013

	<p>Summer of 2010 will begin the Ninth Grade Transitional Program whereby 60 – 80 targeted in-coming freshmen students will be selected for a three day “fish camp” During this time they will introduce the students to staff members including counselors, teachers and administrators. The entire program will inform targeted students of the courses of study that will be mandated and courses which they can choose. Students will participate in games and activities to acquire trust and relationships throughout the camp. Additionally, tours of the building will be scheduled. Parents will be expected to come approximately one hour before the end of the last day and agreements stressing behavior and academic expectations will be signed by teachers, student, and parents.</p> <p>Targeted students who have fallen behind their cohort will be provided with access to computer and/or modules to recover credits on-line or by paper, to join initial cohort.</p>	<p>Some students require affective support and guidance consistently throughout the school year to obtain their goals.</p> <p>Some students need more learning time to accomplish the same goal.</p>		<p>Spring 2010</p> <p>Spring 2010</p>	<p>May 2013</p> <p>May 2013</p>
Instruction-ally-focused Calendar	During semester exams, the administration will have a “dead zone” where no other activities are scheduled to prevent reasons students cannot study for exams.	Students do better when there are no distractions.		Spring 2010	May 2013
	CILT, coaches and sponsors will collaborate in aligning instruction and extra-curricular events to enable student to maximize after-school	Preparing for many exams at the same time hinder the student.		Aug 2010	May 2013

	instruction.				
Staff Collaborative Planning	The school calendar attempts to secure an equal number of days per semester and six week periods.	Consistency in number of days per six weeks/semester provides for a more balanced amount of material to cover.		Spring 2010	May 2013
	Our external lead partner and/or consultants will be involved during the summer training sessions and other sessions throughout the year to provide training over instructional strategies, maximum use of instructional time and data.	Reviewing data and strategies with in-house personnel and external experts consistently and staying focused on instruction, increases possibility of student success.		Spring 2010	May 2013
	Staff members are provided with a planning time and a team building time. During this time, meetings are scheduled to discuss timelines, strategies, data, grades and other content or student related issues.	Collaborative planning provides for the opportunity to expose students to the same curriculum and activities.	Lipman, Glen; January 2010	Aug 2010	May 2013
	During their planning time, teachers develop TEKS aligned units of instruction with activities and criteria for mastery for all to use during the next week as per the timeline developed for the six week period.	When standards are determined collaboratively along with mastery criteria aligned to state standards for a course of study, student performance on measured indicators is increased.	Lipman, Glen; January 2010	Aug 2010	May 2013
	Core content area instructional coaches meet with teachers to share instructional strategies. The target strategies will be the following: seven high yield sheltered instruction which increases, student engagement, cooperative learning and rigor.	The implementation of novel strategies to enhance student motivation with more student engagement, rigor and academic language may result in increased student learning.		Aug 2010	May 2013

	Consultants and/or external lead partners will be contracted to work with teachers during their collaborative planning time to receive additional training pertaining to SIOP, student engagement, rigor and cooperative learning strategies. Such strategies will be studied and a walk through documentation form developed to monitor implementation of strategies via administrative classroom walkthroughs. Data will be maintained.	Teachers who learn new strategies are more likely to implement them if expected to do so immediately and if an administrative monitoring system is in place.		Aug 2010	May 2013
Add additional pages as needed.					

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increased Opportunities	The principal will personally engage parents and the community in the improvement process	It takes a village to educate our students.		Aug 2010	July 2013
	Parents committees which will work on school/student instructional plans will include parent representation allowing them to contribute. Following are such plans; Corrective Action Committee Campus Improvement Leadership Committee Special Education School Committee LEP School Committee Parent/Community Committee	The perception of the school will improve if parents have an active role in student learning.	Lipman, Glen; January 2010	Aug 2010	July 2013
	Parent surveys will be taken and analyzed to determine areas of concern based on parent perceptions. A plan will be developed to address concerns.	Surveys will indicate areas of concern as per a special population.		Aug 2010	July 2013
	A parent volunteer program to help improve school climate will be implemented.	As more parents are involved in school and included in decision making, the school climate/culture will improve.	Lipman, Glen; January 2010	Aug 2010	July 2013
	A job shadowing program with community businesses will be implemented. Juniors will be scheduled to participate in one of	Students and community members will benefit each other as they interact and the community provided opportunities for students.		Aug 2010	July 2013

	four opportunities during the school year.				
	STC and/or Pan American College will work with school to increase dual enrollment opportunities.	Community colleges can work with schools to provide opportunities for student to make a college education a reality.	ACRN Parental Involvement Equals Success, p.1	Aug 2010	July 2013
Effective Communication	Continue to provide services for parents via computer to keep parents informed of student grades, school events, and email communication with teachers.	As schools provide parents with more transparency and more information, trust is increased.	Lipman, Glen; January 2010	Aug 2010	July 2013
	The CILT will develop a system teachers will communicate with parents to ensure the following: 1) positive message about student given 2) System of monitoring communication 3)Timeline	As parents are more informed by the school, the perception is likely to improve.	ACRN Parental Involvement Equals Success, p.1	Aug 2010	July 2013
	Counselors will develop system to conduct parent conferences with their students to ensure conversations have occurred regarding student academic progress. At the end of each semester Counselors will submit logs of parent conferences conducted.	As parents are more informed by the school, the perception is likely to improve.	Lipman, Glen; January 2010	Aug 2010	July 2013
	Three parent newsletters per school year will be sent to inform them of upcoming events.	As schools provide parents with more transparency and more information, trust is increased.	ACRN Parental Involvement Equals Success, p.1	Aug 2010	July 2013
	Two parent open house meetings will be held during the school year. Teachers will explain campus instructional expectations, the discipline plan, and tardy/truancy plan to parents.	As parents are more informed by the school, the perception is likely to improve.	ACRN Parental Involvement Equals Success, p.1	Aug 2010	July 2013
	A Parent Notification System will continue to be purchased and fully implemented to improve efficiencies and decrease absenteeism.	Providing parents with instant feedback on student absenteeism will lead to increased student attendance and student performance will	ACRN Parental Involvement Equals Success, p.2	Aug 2010	July 2013

Accessible Community Services	<p>Five sessions will be provided throughout the year over the following topics:</p> <ul style="list-style-type: none"> • Cooking with good health in mind. • Physical activity for good health. • Parents' role in their child's school success, • Language acquisition via Rosetta Stone Lab. • Goal Setting strategies • Ways for parents to help his/her child succeed at the secondary level. 	<p>positively be impacted.</p> <p>As individuals become better informed, better decisions will be made.</p>	ACRN Parental Involvement Equals Success, p.1	Aug 2010	July 2013
	The school will sponsor a college night for sophomores, juniors and their parents.	Students should be exposed to several colleges/universities to make their selection.	ACRN Parental Involvement Equals Success, p.1	Aug 2010	July 2013
	The school will bring financial aide experts to help parents with applications for their child.	Assistance from experts is necessary in some processes to secure success.	ACRN Parental Involvement Equals Success, p.1	Aug 2010	July 2013
Add additional pages as needed.					

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108906 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increased Attendance	A Parent Notification System will continue to contact parents to improve efficiencies and decrease absenteeism.	Providing parents with instant feedback on student absenteeism will lead to increased student attendance and student performance will positively be impacted.	ACRN Parental Involvement Equals Success, p.1	Aug 2010	July 2013
	A process will be in place whereby the teacher will report any student who has been absent three consecutive days. Follow up will be provided immediately after the report.	Established processes to address problems have a greater probability of being resolved.	ACRN Parental Involvement Equals Success, p.1	Aug 2010	July 2013
	The semester test exemption policy will be continued to motivate students to not have absences.	Students who have very few absences tend to do better in school.	ACRN Parental Involvement Equals Success, p. 1	Aug 2010	July 2013
	Perfect attendance recognition will be given to students on a six weeks, semester and yearly basis.	Students who have very few absences tend to do better in school.	ACRN Parental Involvement Equals Success, p.1	Aug 2010	July 2013
Decreased Discipline Referrals	Discipline data will be analyzed to determine changes needed on discipline plan.	Data will indicate systemic areas that need to be addressed.	"School Improvement in Maryland" Indicators for Effective Principal Leadership in Improving Student Achievement" p. 1 & 2	Aug 2010	July 2013
	Classroom management trainings will be provided throughout the school year for target teachers.	Inexperienced and even experienced teachers may need to update classroom management skills.	"School Improvement in Maryland" Indicators for Effective Principal Leadership in Improving Student Achievement" p. 1 & 2	Aug 2010	July 2013
	A campus plan stressing behavioral expectations and being to class on time will be adjusted and refined during the summer of 2010.	Informing students clearly of expectations and consequences will help students understand them and meet compliance.	"School Improvement in Maryland" Indicators for Effective Principal Leadership in Improving Student Achievement" p. 1 & 2	Aug 2010	July 2013

	<p>A system of support will be developed to secure that all degreed staff members are involved in student supervision during passing time, before school, lunchtime and after school.</p>	<p>Staff members who are fully informed of systems and expectations are likely to implement plans consistently and contribute towards a positive school climate.</p>	<p>Terry, Paul. "Empowering Teachers as Leaders", University of Memphis, p.4</p>	<p>Aug 2010</p>	<p>July 2013</p>
	<p>A mentor program for target freshmen students will be implemented to help students transition more easily.</p>	<p>Some students need more support than others.</p>		<p>Aug 2010</p>	<p>July 2013</p>
<p>Increased Involvement in Extra/Co-Curricular Activities</p>	<p>Informational meetings will be scheduled with parents to discuss school handbook, campus expectations, and discipline policies.</p>	<p>As schools provide parents with more transparency and more information, trust is increased.</p>	<p>ACRN Parental Involvement Equals Success, p.1</p>	<p>Aug 2010</p>	<p>July 2013</p>
	<p>In an effort to increase student participation in extra and co-curricular activities, all organizations and programs will increase participation by 15%.</p>	<p>Students who participate in extra and co-curricular activities are more likely to stay in school and graduate.</p>		<p>Aug 2010</p>	<p>July 2013</p>
	<p>Under the direction of the principal, students will be selected to represent James Nikki Rowe High School and will be called "Rowe Student Delegates." Student sub-committees will be formed from this group of students to cover the following areas: School climate; guidance and counseling; parental involvement; instruction; discipline. Each assistant principal will over-see one of the sub-committees. A goal will be to involve students who are not involved in other organization. Membership criteria will encourage the selection of ½ of the student to be in no more than two school organizations. Rowe Student Delegates will be selected in</p>	<p>Students who participate in extra and co-curricular activities are more likely to stay in school and graduate.</p>		<p>Aug 2010</p>	<p>July 2013</p>

	<p>September and will meet once in the Fall and once in the Spring. The meeting will include Principal, Assistant Principals and students. After general session Rowe Student Delegates will meet with their assigned Assistant Principal in their assigned committee. Agendas, sign-in sheets, minutes for the two meetings will be turned in to the Principal at the end of each semester.</p> <p>The Principal and assistant principals will review findings in all committees for next steps of improvement.</p>			May 2010	May 2013
Add additional pages as needed.					

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108906 County-District No.	
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No.	
Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Locally Developed Appraisal Instruments	Continue walkthroughs using the Seven High Yield Sheltered Strategies (SIOP) documentation form to secure language academic learning opportunities for students.	Strategies which are taught to teachers and monitored for implementation are likely to be fully implemented since what is measured is done.	Educational Leadership, David, Jane "Classroom Walk-Throughs", www.ascd.org/publication/educationalleadership/de c07/vol	Aug 2010	July 2013
	During the summer training, all teachers and administrators will be trained in the instructional PDAS indicators. All will understand expectations for specific indicators.	Walkthroughs will be used to monitor implementation of PADAS strategies. What is measured is done.	Educational Leadership, David, Jane "Classroom Walk-Throughs", www.ascd.org/publication/educationalleadership/de c07/vol	Aug 2010	July 2013
	The administrative staff will make several calibrated walkthroughs together for each of the PDAS instructional domains in an effort to secure consistency in rating indicators.	When the entire team looks for strategies together and discuss finding the possibility of identifying indicators in a similar manner is increased	NASP Resource Principal Leadership Magazine, vol 5 no. 4, Dec. 2004, "A Problem Solving for Improving Student Achievement", p. 3	Aug 2010	July 2013
	Walkthrough data will be reported to administrators and CILT in order to monitor effectiveness of teacher delivery.	Constantly focusing and monitoring instruction leads to increased student learning.	TEA Best Practices "Increasing Rigor & Student Engagement", p.3	Aug 2010	July 2013
	Training will be provided for teachers to study additional strategies and best practices which will increase student engagement, differentiated instruction, and rigor. There will be intentional talks where teachers and administrators determine what student engagement, differentiated instruction, and rigor	New strategies are implemented if a process is in place to measure implementation.	TEA Best Practices "Increasing Rigor & Student Engagement", p.3	Aug 2010	July 2013

	looks like. Teachers and administrators will agree where on the established walkthrough form the best practice, strategy regarding student engagement, differentiated instruction and rigor (when seen in classroom) can be recorded on the walkthrough form. Administrators will do the calibrated walkthroughs, record on walkthrough form, and meet with each other and CILT.				
On-going Job Embedded Professional Development	Core content area instructional coaches meet with teachers to share instructional strategies. The targeted strategies will be the following: seven high yield sheltered strategies, other strategies that increase student engagement, cooperative learning, best practices on differentiated instruction and rigor.	New strategies are improved upon once the learner practices several times.	School Improvement in Maryland "Maryland Teacher Professional Development Standard"	Aug 2010	July 2013
	Consultants and/or external lead partners will be contracted to work with teachers during their collaborative planning time to receive additional training pertaining to seven high yield sheltered strategies, other increased student engagement strategies, cooperative learning, best practices on rigor and differentiated instruction. Such strategies will be studied and the existing walk through documentation form will continue to be used to record teachers and learning in classroom that is implementing identified strategies, best practices, classroom walkthroughs. Data will	Learning is an on-going process.		Aug 2010	July 2013

	be maintained and presented to CILT and then faculty to paint a picture of the progress, mastery.				
	Teachers will schedule in opportunities during their planning time to share instructional strategies with each other which work when teaching specific skills. The Program of Teachers Teaching Teachers will capture the strengths of each teacher to be shared with peers.	Teachers can learn from each other.		Aug 2010	July 2013
	During the first semester the CILT will be involved with a book study over Ruby Payne's book "A Framework for Understanding Poverty." The CILT will then determine implementation of book student for the faculty, timeline, monitoring and evaluation of concepts learned. Teachers will be paired off to observe each other when implementing new strategies. Teachers will provide constructive feedback to each other and send a log of visits to the principal by April of the school year. All ELA and math teachers will be involved with the District's Site Visit Teams to monitor instruction in other district schools and/or schools throughout the state as part of education reform.	Modeling a lesson in itself leads to learning.	MLRN, "The Mentoring Leadership and Resource", p. 2, www.mentors.net/03library/collab-pc.html MLRN, "The Mentoring Leadership and Resource", p. 2, www.mentors.net/03library/collab-pc.html MLRN, "The Mentoring Leadership and Resource", p. 2, www.mentors.net/03library/collab-pc.html	Aug 2010 Aug 2010 Aug 2010	July 2013 July 2013 July 2013
Recruitment/Retention Strategies	The district will continue to have its Spring Job Fair and continue to participate in the job fairs of the two community colleges	District who actively recruit teachers, have a strong possibility of obtaining highly qualified teachers.	ESC Teacher Quality Research Reports, Sept. 2005, "Eight Questions on Teacher Recruitment and Retention", pp. 1-7	Aug 2010	July 2013

	The district will continue to advertise job openings via the internet, newspaper, radio and television.	District who actively recruit teachers, have a strong possibility of obtaining highly qualified teachers.	ESC Teacher Quality Research Reports, Sept. 2005, "Eight Questions on Teacher Recruitment and Retention", p. 1-7	Aug 2010	July 2013
	Principal, CILT, and under the guidance of McAllen ISD Human Resource the following Recruitment strategies will be explored and the budget implications:	More teachers will be motivated to do excel if the are recognized for doing so.	O'Conner, Katherine, "Retain Teachers by Listening to their Work and Needs", pp. 1-4	Aug 2010	July 2013
	Effective during the 2010 – 11 school year, teachers will be rewarded based on student performance.	More teachers will be motivated to do excel if the are recognized for doing so.	O'Conner, Katherine, "Retain Teachers by Listening to their Work and Needs", pp. 1-4	Aug 2010	July 2013
	Effective during the 2010 – 11 school year, teachers will be encouraged to work on their Masters Program in their content area. Tuition and books will be paid for by the district.	Additional education enhances the teachers ability.	O'Conner, Katherine, "Retain Teachers by Listening to their Work and Needs", pp. 1-4	Aug 2010	July 2013
	An incentive plan for teachers who have a masters in their teaching content area will be developed, approved and implemented by May of 2011.	Additional education enhances the teachers ability.	O'Conner, Katherine, "Retain Teachers by Listening to their Work and Needs", pp. 1-4	Aug 2010	July 2013
Add additional pages as needed.					

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
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="margin-bottom: 20px;"> <input type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="background-color: #cccccc; padding: 10px; margin-bottom: 20px; border: 1px solid black;"> Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and must be checked. </div> <div style="margin-bottom: 20px;"> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>The current plan represents a system-level assessment of present improvement needs, system-wide long term goals and accompanying measurable objectives, baseline indicators based on the most recent performance results, and benchmarks of progress that are in direct response to the baseline test data. Due to our small system size, school-level plans are incorporated within our system-wide school improvement plan. This approach to plan development is in keeping with our commitment to ongoing improvement and with our goal of producing a seamless curriculum model that is aligned with assessment, both horizontally and vertically, and designed to take the full progression, from preschool to graduation, into account with respect to sequential skills development and prerequisite instructional arrangement. Some of the strategies that we will propose in this application are in direct response to our identified need and our corresponding goal to evaluate and restructure our curriculum in a logically stepped design.</p> <p>On-going progress monitoring will:</p> <ul style="list-style-type: none"> • focus on explicitly defined student outcome indicators; • allow school professionals to make objective decisions about needed modifications to instruction, curriculum, or intervention plans; • be based on data that illustrate a pattern of performance as opposed to data from one or two points in time; • provide students with clear expectations for their performance and continuous feedback about their progress; and • reduce the amount of time and energy spent on ineffective instructional and intervention practices. <p>The data collection and analysis procedures that will be used by James Nikki Rowe HS will be within a system of progress monitoring and will provide educators with information about how students respond to the instruction and intervention.</p> <p>James Nikki Rowe HS administration and teachers will examine the data and determine if continuous improvement is needed to enhance student achievement and behavior.</p>		

	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>108906</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.
Texas Title I Priority Schools Grant		
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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>A brief outline of our evaluation design and process appears in Schedule 4B- Program Description – Improvement Activities and Timeline.</p> <p>James Nikki Rowe HS, with the continual assistance from McAllen ISD plan for formative or ongoing assessment of progress and the provision of feedback to students, teachers, parents and community participants includes the use of teacher made tests, grading rubrics, cumulative work sample folders, teacher observations and records, developmental inventories and other similar sources of information. In addition the campus plans to use pre- and post-test administration when appropriate to assess skill development and strategy effectiveness. The use of existing and supplemental records (i.e. attendance, discipline, participation, retention, grades, etc.) is also planned to extend the scope of our assessment process. Finally, limited use of qualitative measures (i.e. attitude and perception instruments, questionnaires, satisfaction inventories, checklists, and opinion polls and interviews to complete the picture in terms of overall program success.</p> <p>Our aims in terms of increased teacher skills and abilities are more difficult to evaluate and depend to some extent upon the bottom line indicators of student academic achievement gains. Nevertheless, we do plan to develop and implement a teacher evaluation process that contributes to the meaningful and reliable assessment of teacher skill and ability improvements. We believe that when you raise expectations and demands for students, you unavoidably do the same for their teachers. We further believe that the target population that includes administrators, teachers and support staff needs and deserves to have leadership, support, direction, and feedback as much as our students do.</p> <p>Finally, although it is not specifically addressed in our school improvement plan, we will document our progress toward the implementation of programs and strategies, and ultimately, as noted above, to assess their respective effectiveness in our schools and for our students. Most of the implementation and adoption processes involve the production or development of products, models or guides. These will stand in evidence of our having done as we planned. Where that is not the case, we will keep logs and journals of our activities and processes and maintain records of involvements and implementation milestones. Where consultant directed implementation and adoption efforts are involved, we will ask those individuals to assess and report our progress from an expert and/or experienced perspective.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108906 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant

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

Data collection and analysis will occur according to a timeline laid out by the Project Manager for James Nikki Rowe HS. As James Nikki Rowe HS submit data according to specified deadlines and reporting formats, McAllen ISD will disseminate summaries so that site leadership and teachers can compare their results to other teachers as a gauge for program effectiveness. When progress monitoring instruments are combined with ongoing implementation assessment information and year-end outcome assessments, McAllen ISD will have a reliable system for monitoring technology immersion at the classroom, school, and district-level.

Evaluation components will include quantitative and qualitative means of assessment, as well as first year and second year grant summative evaluations. Grant Qualitative Evaluation procedures will monitor the project's activities throughout the year and provide feedback to improve operations on a continual basis. Each program objective is written in measurable terms and lists the documents, procedures and processes needed to evaluate continual improvement. The Campus Instructional Leadership Team will develop the campuses evaluation instruments to measure student achievement, parental involvement and the efficiency of the school activities. Qualitative data will be derived from survey and focus groups. The Committee will meet to discuss the success of the program and the impact of the successes on project sustainability. The qualitative evaluation component will determine the extent to which the project achieved the desired results and will measure its impact on the students and the community served.

The product evaluation will measure the following and will determine whether or not the campus successfully implemented the program: 1. Increase in academic successes will be measured through the analysis of student report cards each six weeks grading period. Comparisons will be made between academic years to determine whether or not program activities have increased each student's academic success. An analysis of academic data will be compared to non-attendees, detailing gains in reading, math, science, and social studies. 2. Establishing baseline data at the campus and compare new data for subsequent years will derive increases in family member participation in technology programs. 3. The impact of academic success for students in grant campuses will be measured by reading proficiency levels and math student profiles retained annually.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	<u>108906</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	_____ Amendment No.

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.

Responses are limited to **two pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

The Campus Instructional Leadership Team (CILT) will spearhead the development of the Comprehensive Needs Assessment and will in turn produce the performance goals for the creation of a Campus Improvement Plan. The CILT will develop the needs assessment and the Campus Improvement Plan clarifying expectations to create a vision and agreement about what needs to be done upfront (*Source: The Speed of Trust, Stephen M.R. Covey*). The CILT is made up of a combination of teachers and campus support staff. The CILT will assist the campus with the comprehensive needs assessment process and will respond to questions created by the Region 20 Education Service Center and will dialogue about the data. The tool will assist the CILT in determining strengths and needs and will develop priority and summary statements for eight focus areas. The CILT will conduct a thorough tool that will provide James Nikki Rowe HS with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards.

Nikki Rowe HS will follow the process listed below to derive at the development of performance goals:

1. The CILT will review the NCLB Comprehensive Needs Assessment (CNA) Guide and the CNA Overview Presentation provided by the Region 20 Education Service Center.
2. The administrative and CILT will review the CNA Overview Presentation and share this information with all staff. Timelines for conducting the CNA will be determined and shared with staff.
3. Committee members (each committee is chaired by a CILT member) will be provided with copies of the CNA Guide.
4. Committees are established for each CNA area. Each committee selects a chairperson.
5. Each committee determines which types of data will be collected and analyzed, along with the schedule for completing the analysis.
6. Committees review the data to determine analysis statements, strengths, and needs, then use this information to develop summary priorities.
7. Each committee will provide the list of data sources reviewed, analysis statements, strengths, needs, and summary priorities to the administrative team. This information will be compiled in the CNA Tool and collective information is shared with staff.
8. The CNA Tool will be completed. This tool will be used to ensure that objectives, strategies, activities, and resources that will be identified in the improvement plan to address these priorities. James Nikki Rowe HS staff will all have an opportunity to dialogue within each committee. This will occur as part of the planning process.
9. The creation of the school profile will be organized in a notebook with tabs for each area of the CNA.
10. The James Nikki Rowe HS administrative staff will ensure that all NCLB expenditures are linked to the CNA priorities and the improvement plan.
11. Data and the improvement plan are reviewed frequently to ensure that progress towards the CNA priorities is occurring, or whether new priorities have emerged (*Source: Region 20 Education Service Center-CNA Guide*).

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>108906</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
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<p>The Comprehensive Needs Assessment process/tool will focus on several areas:</p> <ul style="list-style-type: none"> • demographics; • student achievement; • school culture and climate; • staff quality, recruitment and retention; • curriculum, instruction and assessment; • family and community involvement; • school organization; and technology (Source: Region 20 ESC, CNA). <p>James Nikki Rowe HS will ensure buy-in from stakeholders by organizing all staff and other potential members by meeting on a continual basis during the year to assure that feedback is provided for continual improvement of performance goals. As each committee presents strengths and weaknesses, the administrative team will review recommendations and will determine which initiatives to pursue. The Administrative Team will communicate with all staff regarding recommendations that will be pursued by James Nikki Rowe HS (<i>Source: Region 20 Education Service Center-CNA Guide</i>).</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA. by _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108906 County-District No. Amendment No.
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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA (AEIS-Sum all)	TAKS	91	92	93	94
2	Improve Student Achievement in Mathematics (AEIS-Sum all)	TAKS	75	76	77	78
3	Improve Student Achievement in Science (AEIS-Sum all)	TAKS	79	80	81	82
4	Improve staff perception of student achievement	School Continuous Improvement Continuum	3 (scale 1-5)	4	5	5
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase % of meetings staff members analyze campus data	Meeting agendas /minutes	33	70	80	90
2	Increase collection of survey data from students, parents, community	surveys collected	2	3	4	5
3	Improve staff perception of campus data analysis	School Continuous Improvement Continuum Scale	2 (scale 1-5)	3	4	5
4						
5						

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108906 County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	Amendment No. _____

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve staff perception of campus leadership and decision-making	School Continuous Improvement Continuum	2 (scale 1-5)	3	4	5
2	Increase % of staff member participation on campus-leadership committees	Leadership membership lists	40%	55%	60%	65%
3						
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase amount of time teachers plan instruction collaboratively	Meeting logs, sign in sheets	90min/wk	180min/wk	240min/wk	300min/wk
2						
3						
4						
5						

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by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	Amendment No. _____

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve staff perception of partnership development with parent/community	School Continuous Improvement Continuums	2 (scale 1-5)	3	4	5
2	Increase number of parent/community information meetings	Meeting agendas, sign in sheets		18	24	36
3	Improve overall parent satisfaction with the school and its programs	Parent survey		85%	90%	95%
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Decrease in number of campus discipline referrals	# discipline referrals	7405	-1	-1	-1
2	Increase in attendance rate	Attendance records		96.0	96.5	97.0
3	Increase student participation in campus afterschool programs	Participation lists/program enrollment	Icare, tutoring, credit recovery	+1	+1	+1
4						
5						

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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase staff perception of professional learning on campus	School Continuous Improvement Continuum	2(scale 1-5)	3	4	5
2	Increase # of research lessons for campus collaborative lesson study program	Lesson plans, reflection forms	0 /core teacher	1	2	3
3	Increase % of master teachers on campus – Exceeds Expectations, 6 of 8 domains	PDAS Summative Appraisals; Walk-thru forms	0	20%	30%	40%
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	LEP 10 th Grade ELA	TAKS	81	80 (AYP standard)	87 (AYP standard)	93 (AYP standard)
2	LEP 10 th Grade Math	TAKS	64	75 (AYP standard)	83 (AYP standard)	92 (AYP standard)
3	LEP 10 th Grade Science	TAKS	45	46	47	48
4	LEP 10 th Grade Social Studies	TAKS	66	67	68	69
5						

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
No Barriers					
#	No Barriers	Students	Teachers	Others	
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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Texas Title I Priority Schools Grant				
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 checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide Counseling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide Counseling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff.	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and Implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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	\$ 873,499	\$	\$ 873,499
Professional and Contracted Services	5C 6200	562,800		562,800
Supplies and Materials	5D 6300	632,720		632,720
Other Operating Costs	5E 6400	92,500		92,500
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX			
Total Direct Costs		2,161,519		2,161,519
% Indirect Costs				
Grand Total				
Total Budgeted Costs:		\$2,161,519	\$	\$2,161,519
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				
Multiply by (% limit)				X
Enter Maximum Allowable for Administration, including Indirect Costs				\$

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Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$942,318 Year 2: SY 2011-2012 \$609,599 * Year 3: SY 2012-2013 \$609,602 * * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
Payroll Costs Hiring of critical staff: Social Worker \$150,000. Extra duty pay for Tutoring, Credit Recovery, Curriculum Planning & Saturday School: Professional staff, \$450,000; Paraprofessionals, \$50,000. Substitute pay for teacher release time for teachers: Horizontal & Vertical Grade Level Planning, Data Analysis and Staff Development Training \$33,333 per year. Employee benefits: Total, \$123,500.		
Professional and Contracted Services Professional Development to be conducted: in lesson design, differentiated instruction, investigation methods, and on building relationships, Total \$172,800. Technical Support & Assistance: External Provider Services, \$150,000; Supplemental Education Services, \$150,000; School Improvement Resource Center, \$90,000.		
Supplies and Materials Desktops Computers- will be used to integrate technology into instruction and implement inquiry based lessons; Laptops - students classroom for both classroom and check-out; Smart Boards -classrooms will allow differentiated instruction in reading & math and other subject areas; Total Interactive Responsive System will be purchased to increase the use of technology with students and differentiate reading and math achievement. Total \$332,720. Remaining funds will be used to purchase materials and supplies that will be needed to implement the program and curriculum development, for libraries and curriculum, and differentiated learning. Total \$300,000.		
Other Operating Costs Year 1, 2010-2011 Travel for Employees:		
State Required Training: Registration, hotel, per diem, and travel for the administrators for 4 nights, \$6,666 per year, Total \$20,000. National Parent Conference: Registration, hotel, per diem and travel for administrators and teachers, total \$22,500. Postage and Printing: In order to constantly communicate with parents postage and printing of letters/flyers, total \$50,000.		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____		
Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker	Liaison between school and parent	1			150,000
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$150,000
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay (staff development training, data analysis, curriculum writing/review)			\$	\$ 100,000
28	6119	Professional Staff Extra-Duty Pay (credit recovery, Saturday tutoring, curriculum planning)				450,000
29	6121	Support Staff Extra-Duty Pay (data analysis, credit recovery, computer lab)				50,000
30	6140	Employee Benefits				123,500
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$723,500
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$873,500

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		108906 County-District No. Amendment No.	
Texas Title I Priority Schools Grant					
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
	<u>Specify purpose</u> _____				
6269	Rental or Lease of Buildings, Space in Buildings, or Land				
	<u>Specify purpose and provide calculation</u> _____				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
	<u>Specify purpose</u> _____				
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
	<u>Specify purpose</u> _____				
Subtotal					
6200 – Professional and Contracted Services Cost Requiring Specific Approval					
Professional and Consulting Services (6219/6239) Less than \$10,000					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.				\$	\$
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Data Disaggregation with Region XIII Education Service Center					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs				\$ 90,000	\$
<u>Title:</u> Data Analysis					\$ 90,000
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:				\$ 90,000	\$
					\$90,000

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Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
Seven High Yield Teaching Sheltered Teacher Delivery Strategy to Heighten student engagement, rigor and alignment/differentiated instruction				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 30,000	\$	\$ 30,000
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 30,000	\$	\$ 30,000
3. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Peer Mentoring/students and teachers learning to work with each other to build support systems				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 22,800	\$	\$ 22,800
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		15,000		15,000
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 37,800	\$	\$ 37,800
4. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Professional Service Provider				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 150,000	\$	\$ 150,000
Title: Professional Service Provider				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 150,000	\$	\$ 150,000

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by telephone/e-mail/FAX on _____ by _____ of TEA.	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.)				
Supplemental Education Services (SES)				

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 150,000	\$	\$150,000
Title: SES Tutoring				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 150,000	\$	\$150,000

3. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Professional Development Training for Team Building				

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 45,000	\$	\$45,000
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$45,000	\$	\$45,000

4. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Seven Highly Effective Strategies of People/will equip students and faculty with tools to be effective				

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$60,000	\$	\$60,000
Title: Cultural Differences				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$60,000	\$	\$ 60,000

Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:	562,800	
Remaining 6200- Professional and Contracted Services that do not require specific approval:		
Grand Total:	562,800	

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by telephone/e-mail/FAX on _____ by _____ of TEA.						
Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$332,720	
	#	Type	Purpose			Quantity
	1	Smart Boards	To differentiate reading & math achievement (\$2,110/unit)			102
	2	Total Interactive Responsive System	To differentiate reading & math achievement (\$1,600/unit)			80
	3	Desktop computers	To Improve academic achievement in math and in reading			110
	4	Netbooks (200) and Laptops (150)	For Student Checkout			350
	5	Printers	To enhance inquiry based lessons	10		
6399	Technology Software- Not Capitalized				332,720	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						
Remaining 6300- Supplies and Materials that do not require specific approval:					300,000	
Grand Total				\$	\$632,720	

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$	\$22,500
	Specify purpose: Parent Conferences to attain strategies for home and school connection				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)				
	Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization:				
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				50,000
	Specify purpose: Postage for Parent Notification and printing for tutoring and credit recovery programs				
Total 64XX- Operating Costs Requiring specific approval:					92,500
Remaining 6400 - Other Operating Costs that do not require specific approval:					
Grand Total				\$	\$92,500

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant					
Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

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>108906</u> County-District No.
Texas Title I Priority Schools Grant		

- 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>108906</u> County-District No.
Texas Title I Priority Schools Grant		

- 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	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

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>108906</u> County-District No.
Texas Title I Priority Schools Grant		

W. Agency Property (terms): In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.

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

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108906 County-District No.
Texas Title I Priority Schools Grant		

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	<div style="text-align: center;"> <u>108906</u> County-District No. </div>
Texas Title I Priority Schools Grant		

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

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

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>108906</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 #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;"> <u>108906</u> County-District No. </div>
Texas Title I Priority Schools Grant		

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need 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.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

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.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108906</u> County-District No.
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;

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

- (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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108906 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108906 County-District No.
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Texas Title I Priority Schools Grant

- 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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

- 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--

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

- (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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108906 County-District No.
Texas Title I Priority Schools Grant		

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<div style="text-align: right;"> <u>108906</u> County-District No. </div>
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

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)

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>108906</u> County-District No.
Texas Title I Priority Schools Grant		

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).

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<div style="text-align: right;"> <u>108906</u> County-District No. </div>
Texas Title I Priority Schools Grant		

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