

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	Organization Name Valley View Independent School District	County-District# 108-916
		Campus Name Valley View 6th Grade Campus	Campus Number 001
		9-Digit Vendor ID#	ESC Region 1
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

Use of the Standard Application System: This system provides a series of standard schedules to be used as formats by applicants who apply for funds administered by the Texas Education Agency. If additional clarification is needed, please call 512-463-9269.

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA; CFDA # 84.377A & 84.388A

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

Select the appropriate eligibility tier for the campus included in this application:

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input type="checkbox"/>	<input type="checkbox"/>
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
Leonel		Galaviz	
Phone	Fax	Email	(mark preferred)
(956) 843-3035	(956) 843-8688	lgalaviz@vview.net	

Only the legally responsible party may sign this application.

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

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.

-10-112-275

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		Valley View Independent School District	108-916
		Campus Name	Campus Number
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Texas Title I Priority Schools Grant

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4D	Equitable Access and Participation	X	<input type="checkbox"/>
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Authorized Official

Typed First Name	Initial	Last Name	Title
Leonel		Galaviz	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(956) 843-3035	(956) 843-8688	lgalaviz@vview.net	

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m. **Thursday, June 3, 2010:**

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 Document Control Center, Room 6-108
 1701 North Congress Avenue
 Austin, Texas 78701-1494

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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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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____	
Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Valley View ISD					
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
9701 S. Jackson Road		Pharr	Texas	78577	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
28	024124794	4KY57	484380012094		
Campus Name			County-District Campus Number		
Valley View 6 th Grade Campus			108916042		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
9701 S. Jackson Rd		Pharr	TX	78577	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name	Title		
Cynthia		Puig	Principal		
Telephone	Fax	Email			
(956)843-3752	(956)843-3756	cpuig@vview.net			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
9701 S. Jackson Road		Pharr	Texas	78577	
Secondary Contact					
First Name	Initial	Last Name	Title		
Rosemarie		Gomez	Assistant Superintendent		
Telephone	Fax	E-mail			
(956) 843-5262	956-843-8688	rmaciel@vview.net			
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code	
9701 S. Jackson Road		Pharr	TX	78577	

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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.																																																																												
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<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 8%;">Line No.</th> <th style="width: 8%;">Sch. No.</th> <th style="width: 15%;">Class/ Object Code</th> <th style="width: 18%;">Grant Project Costs Previously Approved Budget</th> <th style="width: 15%;">B Amount Deleted</th> <th style="width: 15%;">C Amount Added</th> <th style="width: 12%;">D New Budget</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>5B</td> <td>6100</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>02</td> <td>5C</td> <td>6200</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>03</td> <td>5D</td> <td>6300</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>04</td> <td>5E</td> <td>6400</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>05</td> <td>5G</td> <td>6600/15XX</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>06</td> <td>Total Direct Costs</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>07</td> <td colspan="2">Indirect Cost (%)</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td>08</td> <td colspan="2">Total Costs</td> <td>\$</td> <td>\$</td> <td>\$</td> <td>\$</td> </tr> <tr> <td> </td> <td colspan="2"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>							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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<p>Texas Title I Priority Schools Grant</p>		
<p>Schedule #4—Program Summary and Application Requirements</p>		
<p>Part 1: Grant Program Information;</p>		
<p>Summary of Program: Purpose and Goals</p>		
<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>		
<p>Allowable Activities</p>		
<p>Tier I and Tier II Grantees</p> <ul style="list-style-type: none"> ■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. 		
<p>Tier III Grantees</p> <ul style="list-style-type: none"> ■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model. ■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. 		
<p>In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.</p>		
<p>The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.</p>		

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

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

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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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by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
21	designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. 2. Comprehensive instructional reform strategies. (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; and (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Program Assurances	
22	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	Program Assurances	

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by telephone/e-mail/FAX on _____ by _____ of TEA.			Amendment No.
Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
23	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	Program Assurances	
24	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.	Program Assurances	

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

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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. 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		

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Texas Title I Priority Schools Grant

Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
10	<p>2. Comprehensive instructional reform strategies.</p> <ul style="list-style-type: none"> 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. <p>3. Increasing learning time and creating community-oriented schools.</p> <ul style="list-style-type: none"> A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. <p>4. Providing operational flexibility and sustained support.</p> <ul style="list-style-type: none"> 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	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <ul style="list-style-type: none"> (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	<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.

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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.			

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

Part 1: Grant Eligibility

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

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

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

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus.

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

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

After reviewing the Texas Comprehensive Needs Assessment (CNA) conducted by Valley View 6th Grade Campus, several weaknesses were identified that contributed to the failure to reach comparable improvement on the 2009 Math Texas Assessment of Knowledge and Skills (TAKS) administration: lack of parental involvement, student achievement and teacher and administration quality. The stakeholders on campus have determined that the Tier III Modified Transformation Model best suits the needs of this institution. In order to combat campus shortcomings, several initiatives will be implemented to increase the percentage of students achieving comparable growth in an academic year as well as the percentage of students meeting commended performance on the Math portion of TAKS. Sign-in sheets from the 2009-2010 school year show less than 10% of Valley View 6th Grade Campus parents attend Parent Teacher Organization (PTO) meetings on a regular basis. Research indicates that parental involvement increases rates of student academic success, especially in families characterized as economically disadvantaged. (Cotton & Wiklund, 1989) Over 90% of students enrolled in Valley View ISD are considered economically disadvantaged, which means they would benefit greatly from increased parental involvement. The Comprehensive School Reform Program (CSR), created by the 6th Grade Campus Steering Committee, would create many initiatives to address this problem. A parent/community involvement center would be created on campus so all parental and community involvement activities centralized. At the center, parents could access computers to check their student's grades, pick up important information about campus events, and use the computers and other resources for appropriate personal use. In addition to the center, the school would purchase an automated phone messaging system so calls could be made to keep parents informed of upcoming events. To show the school cares about families in need, many services will be provided to them. These resources would cultivate a relationship of mutual respect between parents and school staff and faculty, which would help to increase parental involvement. According to the CNA, school climate at the 6th Grade Campus needs to be improved in order for students to be academically successful. Over 15% of the student population feels that drugs, alcohol, fighting, and bullying are major problems on campus. Character education classes will be conducted next year to illustrate to the students proper citizenship and make them aware of their rights and responsibilities on campus. Due to limited resources, staff development opportunities have been limited for faculty at the 6th Grade Campus. Staff development provides faculty with an opportunity to learn effective teaching strategies, which will benefit all students at the campus. The 6th Grade Campus has already looked into several trainings offered by the School Improvement Resource Center, the Southwest Educational Development Laboratory, Region One Educational Service Center, and others to ensure that quality staff developments are accessible to all faculty and administrators. Topics for targeted staff developments will be Sheltered Instruction Observation Protocol, campus leadership, parental involvement, interdepartmental collaboration and data disaggregation. Because the school will provide extensive training for the teachers and administrators, retaining these professionals will be a necessity. To give faculty an incentive for returning to Valley View, a stipend will be paid to all returning staff and an additional award will be given to TAKS tested subject teachers. With highly trained and experienced teachers, students at the 6th Grade Campus will benefit from innovative and proven practices. Another area of weakness identified by the CNA is that of technology and technology training. The labs that are located on campus are used daily, but do not meet the demand that is necessitated on campus. Mobile computer labs, additional licenses for computer based programs, televisions, interactive boards, wall mounted projectors, and additional laptops will allow teachers access to better resources that will help facilitate the growth of students. To guarantee resources are being used effectively, adequate training would also be provided to all faculty and staff with access to the aforementioned technology. Math results from the 2009 TAKS test show that students did not produce sufficient growth in their scores from the previous year. Changes were made to the master schedule that allowed all students a double block class (90 min.) of math and students who were not successful on the 5th grade Reading TAKS were also given a double block class of reading. Other students in need of intervention were placed in the Academy, a small learning community, where they would receive more one-on-one instruction. These changes helped to bring about a 10% increase in Math TAKS scores and a 5% increase in Reading TAKS scores on the 2010 TAKS administration. Next year the 6th Grade Campus will be combining with the 7th grade, bringing in more than three hundred new students. Math TAKS scores were 85% passing rate in the 7th grade, which is the lowest percentage in the district. To continue the success of 6th grade and increase in 7th grade scores, additional resources will be necessary. Resources will need to be used consistently, efficiently and effectively. Activities will be closely monitored by the grant coordinator and assessed for efficacy.

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

Part 1: Comprehensive Needs Assessment

Section A: Campus Grade Levels

Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School								350	320						670
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	350	320	0	0	0	0	0	670
Total Instructional Staff														45	
Total Support Staff														5	

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

1	Public Education Information Management System (PEIMS) Data
2	Academic Excellence Indicator System (AEIS) Report
3	Staff Evaluations/Surveys
4	Staff Development Surveys
5	Walkthrough Observations
6	Parent Surveys
7	Student Surveys
8	School Technology and Readiness (STaR) CHART Results
9	Professional Development Appraisal System (PDAS) data
10	Texas English Language Proficiency Assessment System (TELPAS) Results

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by telephone/e-mail/FAX on _____ by _____ 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.		
<p>The steering committee, composed of all campus stakeholders, initialized, collected, managed, and sorted all data based on the Academic Excellence Indicator System (AEIS) Report. Various tools are used to identify and measure the needs of the campus throughout the year. Following is a description of these tools and the needs they assessed. In planning this project and selecting an intervention model for Valley View 6th Grade Campus, the Steering Committee conducted a thorough Texas Education Agency (TEA) Campus Needs Assessment for each school site under three key areas: student achievement, quality teachers and leadership, and community and parental involvement. As per the recommendation of the steering committee Valley View 6th Grade Campus is to undergo Tier III Transformation Model: the TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center. The committee examined student achievement on the 2008-2009 state assessment where students had met state standards at a rate of 81% in the math and a rate of 89% in the reading. Also taken into consideration were prominent risk factors specific to the enrollment of the campus. In the 2008-2009 academic year 100% of the students enrolled identified as Hispanic, 5.9% of the students were classified as Gifted and Talented (GT), 7.3% of the students were classified as Special Education learners, 95% were identified as being Economically Disadvantaged, 35.3% were classified as English Language Learners (ELL), and 47.7% were at Risk students. [Identifying the needs of students allows for the creation of an organizational approach to providing services for them] (Simon 2004). With almost half of the population classified as being at risk and only 67.7% of them meeting state standards, a large component of the grant is to identify initiatives to offer assistance to these students through Community Outreach, college readiness, as well as efficient and improved instruction to directly affect student achievement. In an effort to directly impact student achievement the student to teacher ratio of 15:1 was created to reduce the number of students in a class, and to foster smaller learning communities. Community outreach will be addressed through a variety of activities such as meetings held through the Parent Teacher Organization (PTO), Breakfast with the Principal, and the parent/community involvement center to be instituted during the 2010-2011 academic year. This center will be used for education, assistance, technological assistance, counseling, and various family and community needs throughout the year. Educational programs for parents will be held through Breakfast with the Principals and various community and business leaders throughout the year. One such topic to be discussed is the law pertaining to attendance in an effort to improve attendance rates. As per the Public Education Information Management System (PEIMS) Report, the 2009-2010 year-to-date attendance rate was 97.1%. An attendance committee will lead this initiative. These sessions would be used to initiate dialogue about pertinent issues to the students and community at large. According to the AEIS Report 76.2% of teachers during the 2008-2009 school year had five or less years of experience in the classroom. "When school personnel routinely evaluate, invent, and implement new practices, when those changes are motivated by and consistent with reform, and when teachers' professional communities and development are supported by the schools, change, can be sustained" (Carpenter et al., 2004). In an effort to support and sustain a community of leaders, continuously self evaluating for the purpose of self-growth, and to address the need for highly qualified and trained teachers, the campus will enlist the assistance of Region One Educational Service Center (ESC), the School Improvement Resource Center (SIRC), and the Southwest Education Development Laboratory (SEDL) to provide professional development seminars. Along with retaining this knowledge and training within the campus and district, all professional staff will be given a retention incentive in the Fall of the following year. An incentive of \$2,500 will be dispersed to all returning professional staff in the month of October. There is also a sub-community within the campus known as an Academy, which is an intervention for students who have been unable to pass state assessments. Through this effort students participate in smaller classroom communities, increased learning time through classroom activities, and specific resources utilized for that learning population. The final component of the grant is the technological component. In order to differentiate instruction for sub-populations which consistently score lower on state assessments technology will be incorporated in learning communities. The goal is to cultivate future leaders to be technologically capable and work ready in the 21st century. Various staff trainings on hardware purchased through the grant, such as interactive boards, document readers, flip cameras, presentation remotes, mobile computer labs, Interwrite pads and software such as Pearson Successmaker will be part of the ongoing professional development as well.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Teachers		
2	Administrators		
3	Counselors		
4	Parents		
5	Community Members		
6	Education Service Center-Region 1		
7	Business Leaders		
8	Students		
9			
10			

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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 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>Valley View ISD has developed a three year plan for implementation regarding community involvement, student achievement and staff development. The Texas Education Agency (TEA) Comprehensive Needs Assessment (CNA) indicated that there was evidence of each of the characteristics embedded in Valley View 6th Grade Campus's current practices; these characteristics are currently in the "initial, beginning, developing" stage. This grant will strengthen the infrastructures, policies and practices consistent with the characteristics of a Texas Transformational School and District by moving practices from first to second order change. The district administrators began the hiring process by evaluating the school's needs and formulating quality job descriptions that clearly convey the qualities of the person they were seeking to employ as a principal for the campus. Across the district and Valley View 6th Grade Campus, we have embedded a full time lead teacher. The lead teacher is bilingual and supports both English and ESL literacy. Through professional development plan described in the District Improvement Plan and SIOP (Sheltered Instruction Observational Protocol), the instructional focus in all schools is to meet the needs of the diverse learners and the ELL population. The 6th Grade Campus has been in school improvement and has been provided support with a school improvement facilitator and additional resources to provide professional development in teaching and learning through Title I, Migrant and Bilingual funds. The Valley View School Board is committed to further developing policy and procedures to improve instruction and increase learning. The district has on-going professional development at the district level for all principal leaders and administrators. Professional development and leadership training includes: <i>Extraordinary Leader by The Learning Communities</i> by DuFour, et. al (2004) and <i>High Yield Strategies</i> by Marzano (2001). The district is building teacher leaders through the <i>Educator Quality-Beginning Teacher Induction & Mentoring</i> grant awarded to Valley View ISD by the Texas Education Agency. These teacher leaders provide mentoring to first and second year teachers throughout the building. They have attended Mentoring Matters to be able to facilitate learning focused conversations. As part of this grant, the district would contract expert consultants to provide professional development for leaders and teachers on High Yield strategies and provide leadership training on classroom walkthroughs and collecting data. Veteran teachers receive on-going, job embedded professional development and feedback on strategies that improve their craft; furthermore, their participation in Professional Learning Communities (PLCs) creates a shared learning experience, collective ownership and collegial relationship. Ongoing communication with the staff at Valley View 6th Grade Campus will occur through weekly visits by the superintendent and assistant superintendent. These visits will focus on instructional leadership, pedagogy, core content areas, and formative assessment data for supervision of instruction and learning. A structured protocol will ensure that all conversations are evidence based and document for future reference by all stakeholders. Valley View administrators will share progress and growth areas on the Texas Title I Priority Schools Grant goals and strategies at the Administrative Team meetings as well as in Board meetings. The district will continue to identify what leadership needs exist and provide professional develop around these needs. The district is committed to the involvement of teachers in the research and design of an evaluation process around teacher quality/student achievement using state assessment data as evidence of students meeting/exceeding the standards. Valley View 6th Grade Campus will align its programs and practices with the Texas Transformation Model during the 2010-2011 school year. Staff will use data from the TEA Comprehensive Needs Assessment, gap analysis and state assessments to create an action plan for the next three school years. Baseline data and data collection strategies will be identified and scheduled for analysis of impact and alignment of programs and practices of the Texas Transformation model. A grant coordinator will be hired to monitor the fidelity and impact of the implementation for the Texas Title I Priority Schools Grant. Reports will be shared on a quarterly basis to ensure ongoing improvement and support in instructional practices and student achievement. This commitment to the Texas Transformation model will be validated with the district and staff meeting the deadlines of the grant. All staff will be rewarded for their time and effort through stipends and a system of awards for increased student achievement.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
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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>Throughout the application process, the District has worked in tandem with the Valley View 6th Grade Campus staff, school improvement team, principal, district administration and school board to assure the grant reflects the willingness of all to meet the goals of the School Improvement Grant. The superintendent was proactive in visiting Valley View High School to be transparent in the willingness of the district to fully support the staff throughout this grant. All of Valley View 6th Grade Campus's staff was invited to attend a brainstorming meeting around changes that they thought needed to be made. The lack of experienced teachers is the root cause for lack of improved results and resources needed to move forward. The discussion around first and second order change was always at the forefront to impress upon the staff and district that systems, instructional practices and leadership changes will need to occur. An evaluation study began in April 2010. Through the Texas CNA process, the Valley View 6th Grade Campus identified three major areas of need including parental/community involvement, student achievement, and staff development opportunities. The three needs were focused on target populations and were aligned to measurable objectives. Based on the CNA, Valley View 6th Grade Campus developed a plan for service delivery to students that outlined services and supplemental programming that local can be implemented to address the identified needs. The preliminary identified needs and areas of concern identified through the CNA process and consistent with a literature review indicates that programs should reflect the following: innovative and flexible programming that reflects intentional knowledge of the particular needs of the community, families, and students served; coordinated data and information sharing systems and networks, partnerships between service providers, and personal relationships built on trust and caring; adequate and appropriate staffing to provide the level of advocacy and individualized services migrant students require; high quality and relevant instruction focused on high expectations; and attention to the language needs of students and their families. The staff's work will be used to implement the major components of the grant, while keeping in mind the urgency of the need to use research based practices that works for English Language Learners (ELL) students and leadership that will hold all accountable for the work to be accomplished. Relevant stakeholder groups will continue to include: Valley View 6th Grade Campus staff, Valley View ISD administrative team including Superintendent, Assistant Superintendent, and School Board, parent and community and local business representatives. Valley View ISD will use a steering committee, to provide direct input for their content area teams, more important, they will meet with entire staff on early release days to provide two-way communication. The early release days are provided for school improvement activities. The district has been proactive by providing the schools with 4 early release days that are designated specifically for school improvement. An in-service plan, designed to ensure accountability is forwarded to the Assistant Superintendent prior to each early release day. Stakeholder input will be used throughout the implementation process of this grant. Principals, consultants and the district administrative team will monitor and adjust the implementation of the Texas Title I Priority Schools Grant as needed to meet the needs of the students and community. A parent advisory committee will meet monthly with the principal and other building stakeholders to provide guidance in soliciting input from the larger parent group on the effectiveness and quality of the school improvement process. The Valley View ISD realizes that parent engagement is critical to student achievement; consequently more outreach to the parents and the community will occur to engage them in this process and provide continual education on how to help their students be successful.</p>		

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<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to one page each, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>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>According to feedback from the Texas Comprehensive Needs Assessment, there has been limited growth over the past year in improving instructional delivery and content area knowledge. The Lead Teacher pointed out that the focus of the Professional Learning Community discussions has been on curriculum rather than instructional strategies. The focus will be redirected to improve instruction as one of the primary interventions. The superintendent led meetings with the Valley View 6th Grade department heads monthly over the last year, constantly setting the tone for a classroom culture that was rigorous and data-driven. During these meetings collaborative planning was initiated to create cross collaborative departmental alignment. During the spring of 2010, staff was brought in to research and discuss best instructional practices, align curriculum and assessments, and agree upon a system-wide process for building instructional capacity. During the summer of 2010, the 6th and 7th grade staff will come together to undergo team building activities, as well as department and team planning. In the spirit of transformational collaboration, each staff member agreed to be engaged participants in the development of the plan of action. All staff committed to the transformation model and will be held accountable to the expectations of the Texas Title I Priority Schools Grant. There will be a written commitment from every staff member to support the Comprehensive School Reform (CSR) Program with fidelity prior to August 19, 2010. The district building administrators began the hiring process for filling vacancies by evaluating our school's needs and formulating clear expectations that convey the qualities of the person they were seeking to employ as a member of their staff. They consistently took into consideration the needs of the campus and the district to ensure the hiring of highly qualified teachers and administrators. The interview team is selected by the building administrator and is comprised of master teachers within the campus and the principal. During the interview, there are specific questions that apply to the commitments the candidate will have to the mentoring program, to the campus, and to the respective department as well as demonstrating proper qualifications. The Texas Transformation Model will be described to all candidates applying for these positions Valley View 6th Grade Campus. Commitment to adhere to the Comprehensive School Reform (CSR) Program will be a requirement of this position. In order to address the "revolving door" in education we are implementing two initiatives (Ingersoll, 2001). The first is retention of new teachers which is supported through a two year action plan developed by the Educator Quality—Beginning Teacher Induction & Mentoring Grant. This teacher support system addresses the state standard for teacher induction: hiring, orientation, mentoring, professional development, and assessment for teacher growth. This specific action plan addressing these standards for beginning teachers will create a focused culture of practice using master teachers to develop and mentor new teachers. New teachers receive professional development in pedagogy and the content areas in addition to support from mentors. The second involves all returning professional staff; anyone returning the following year will participate in the retention stipend incentive of \$2,500 which they will receive in October of the new academic year. Veteran teachers also receive on-going job embedded professional development and feedback on strategies that improve their instruction and delivery. Through implementation of this grant, stipends will be provided for professional development and participation during extended days and extended year. Ongoing daily communication with the staff at Valley View 6th Grade Campus modeled and initiated for staff through visits by the Superintendent, Assistant Superintendent and district level program administrators. These visits will focus on instructional leadership, pedagogy, core content areas and formative assessment data for supervision of instruction and learning. Valley View 6th Grade Campus will align its programs and practices with the Texas Transformation Model during the 2010 -2011 Texas Title I Priority Schools Grant planning and implementation work. Staff will use data from the gap analysis, state assessment results and Comprehensive Needs Assessment surveys to create an action plan for the next three school years. Baseline data and data collection strategies will be identified and scheduled for analysis of impact and alignment of programs and practices of the Texas Transformation Model.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Over the past several years, current district leadership has assisted schools in several school reform efforts. Valley View 6th Grade Campus is a middle school focusing on early college readiness. The campus has provided training on teaching strategies for all classroom teachers to increase the rigor in the classroom. Teachers have been trained to use Pre-Advanced Placement strategies, differentiating instruction, and cooperative learning and integrating technology in the classroom. Students are exposed to various state universities in an effort increase awareness and education of post-secondary educational opportunities. These past efforts have proved that district leaders and staff have the capacity to implement change. Valley View ISD is fully prepared to provide adequate resources and support to successfully implement the Title I Priority grant at Valley View 6th Grade Campus. Key resources to be provided by the District are material resources, including money, physical space, time, information and human resources. This includes but is not limited to the qualities our administrators offers 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. Valley View ISD has supported Valley View 6th Grade Campus's academic programs with additional staff and materials through Title I Regular, Title I Migrant, Title II, and Title III. Valley View 6th Grade Campus is also the recipient of the District Awards for Teacher Excellence (DATE). Valley View 6th Grade Campus is currently involved in a 21st Century Grant to provide extended school day enrichment opportunities to students. Support from these funding sources will continue to fully and effectively implement the Texas Transformation model. Title III funds will be used for professional development in the areas of English Language Learners (ELL), specifically targeting the continued implementation of the SIOP model district wide. Title I funds will be used to provide small group and individual interventions for students that are the most at risk for failure. Adequate facilities, equipment and supplies will be provided to meet the needs of students and teachers. Valley View ISD will provide access to classrooms, computer labs, the school library and other facilities during afterschool and Saturday hours. The District has agreed to provide office space for the Grant Coordinator by providing them access to office equipment, telephones, fax machines, and other resources. The Finance Department performs all annual series of internal reviews of schools, departments and major grants to determine compliance with policies and procedures. The Finance Department will provide a quarterly expenditure report to the Principal and Assistant Superintendent, who will approve all financial transactions related to this project. The funds requested for this project are based on reasonable cost estimates to ensure that adequate funds are available to support all program activities.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The Campus Grant Manager will be the primary person responsible for mobilizing the Valley View High School's Texas Title 1 Priority Schools grant program. Upon receiving the award, the campus will hire a Campus Grant Manager whose primary responsibilities include: coordinate, manage, supervise and evaluate activities and so that Texas Title I Priority Schools Grant program goals are met or exceeded. The Campus Grant Manager reports to the Campus Principal and works closely with the School Leadership Team and Assistant Superintendent. His/her experience must include the following:</p> <ul style="list-style-type: none"> • Leadership qualities/competencies for turning around chronically under-performing organizations • Multi-phase program development, implementation, and evaluation • Assessing root causes of strengths and weakness of an organization • Development, assessment, and implementation of campus and district improvement plans • Educational and Charter Management Organizations (preferred) • Organizational policy, memorandums of understanding, and contracts (preferred) • Collaboratively working with staff & clients; shared decision making • The proficient use of technology for workplace productivity and presentations <p>Special skills this individual must have include:</p> <ul style="list-style-type: none"> • Community/public relations • Research-based best practices for school and district improvement and turnaround • The use of multiple sources of data for organizational improvement • Visionary planning with the ability to successfully manage details of multiple projects • Systematic planning practices, systemic change processes, and fiscal management • Organization, communication, presentation/training, and interpersonal relations • Title I Schools, NCLB mandates, the School Improvement Program (SIP), School Improvement Grants (SIG) and AYP data <p>The Campus Grant Manager must have a Master's degree in education and have at least 5 years successful teaching experience. His/her primary responsibilities will include:</p> <ul style="list-style-type: none"> • Serve as a representative of the campus, displaying courtesy, tact, consideration and discretion in all interactions with other members of the educational community • Have knowledge of successful practices for school in the School Improvement Grant (SIG) • Supervise, plan and facilitate the work of staff in the areas of the SIG options in coordination with the principal • Work collaboratively with SIRC, State Office of Turnaround, ESC Regional Service Center and Texas Initiatives in developing and implementing joint projects • Establish relationships and work collaboratively with experts outside the field of education (e.g. legal, business, communication, marketing, community organization) • Create needs assessment tools for assessing district capacity and readiness • Provide technical support • Serve as a liaison between campus and Central Office • Answer complex questions regarding SIG programs • Have knowledge of federal accountability system 		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>Grant Management is located within the office of the Assistant Superintendent of Secondary Schools and is responsible to the Superintendent, the Valley View Independent School District Board of Trustees and to the granting agencies for the financial and regulatory administration of all state and federal financial assistance to the District. Overall responsibility for executing and administering awards rests with the Superintendent. The District has adopted an institutional oversight model for state and federal financial assistance. The oversight model establishes lines of authority within the District related to financial transactions on government assistance received. The overall responsibilities of the Grants Management function include, but are not limited to: reviewing all grant applications that have a financial reporting or compliance requirement prior to submission for approval by the Superintendent; communicating and promoting policies and procedures consistent with federal, state, and local regulations; providing assistance to project managers for the preparation of grant applications; exercising budgetary control of grant funds; providing overall financial support and monitoring; and providing overall compliance monitoring to include; maintaining an adequate internal control structure to ensure compliance with applicable laws and regulations related to the state and federal regulations; and providing support and guidance to campus and central administrative offices for the effective administration and financial management of grants. Dr. Rosemarie Gomez, Assistant Superintendent, will oversee the grant at the highest level and be responsible for handling the detailed administrative responsibilities. Dr. Gomez has 31 years of experience as a Texas educator, and has held supervisory and administrative positions within the educational field since 1985. She has extensive experience as a classroom teacher and an administrator. Dr. Gomez holds a Master's degree in Guidance & Counseling and a Doctorate in Educational Leadership. In addition, she has earned the following certifications: Bilingual Endorsement, Educational Supervision, and Middle Management. George D. Flores, District Finance Director will manage all aspects of financial transactions to insure the grant is implemented properly, and that there are no cost over-runs. He currently oversees the financial disbursement of all district monies, including district-wide Title funding, 21 Century Community Learning Center Grant funding for seven schools, and our voter approved bond funding. As Director of Finance, he will also manage the payroll elements of the Texas Title I Priority Schools Grant. Valley View High School's campus Texas Title I Priority Schools Grant Coordinator will be hired as soon as the grant is awarded. Mr. Flores has a Master's degree in Accountancy. The Campus Grant Coordinator's responsibilities will include the management clerk that will be hired under this grant to assist the campus in processing all recordkeeping that pertains to grant activities. Duties will include coordinating the day-to-day aspects of the grant implementation to facilitate the department team planning meetings and professional development. The Grant Coordinator must have intimate knowledge of the school's needs, objectives, and curriculum and grant activities taking place on the campuses. This will allow the Texas Title I Priority Schools Grant to dove-tail with and augment previously existing programming. Because the Valley View Independent School District supports collaborative decision making, this process will be headed by the School Principal, Ms. Cynthia Puig and the campus steering committee. This team will insure that the program implementation of the Texas Title I Priority Schools Grant is successful. The purchase and installation of the electronic equipment/tools will be coordinated by Abram Ramirez, District Technology Coordinator. He will also be responsible for the purchase of software licenses and software and coordinating installation and maintenance issues. A steering committee will be formed to involve community members, parents, school students, participating agencies, school staff, and other key program partners. The steering committee will meet quarterly to review status reports, make recommendations for program revisions, identify program barriers and review feedback from parents and students who have participated in the project. Detailed quarterly reports will be prepared by the Campus Grant Coordinator, and reviewed by the steering committee. A Student Advisory Team will meet each semester with the Campus Grant Coordinator to recommend changes and adaptations for future program activities.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management Cont.		
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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Valley View 6th Grade Campus will be able to sustain the interventions provided through the Texas Title I Priority Schools Grant because the changes will focus on teacher retention, instructional skills and school leadership along with refining the campus' infrastructure. Valley View ISD has created an infrastructure of aligned curricula, instruction and assessment, dedicated resources, administrative sponsorship and support, job-embedded professional development that will continue beyond the grant period. The focus of the Texas Title I Priority Schools Grant will be to move the practices at Valley View 6th Grade Campus from first order change to second order change. The new behaviors of the staff will include continued implementation of the Professional Learning Communities which focus on instruction rather than curriculum; a school leadership team focused on continuously improving instruction and aligned English as a Second Language (ESL) program with a focus on reading and math. By this time, administrative and teaching staff will have reached a point where they can recognize what is working and what is not working through ongoing data analysis as described above. Structures will be in place to support permanent instructional routines and strategies. A culture of relational trust will be created by maintaining a professional focus on improving instruction and student achievement while providing the support needed with high demand and collective accountability. The Texas Title I Priority Schools Grant Coordinator hired for Valley View 6th Grade Campus will be responsible for direct oversight and coordination of support. The conclusion of the grant funding period will not directly necessitate this level of oversight for Valley View 6th Grade Campus; however, best practices including the use of data to drive instruction and best practices for classroom instruction will remain solidly in place as a result of this support. The district will commit to an appropriate level of support and oversight for Valley View 6th Grade Campus in order to sustain reform efforts. Hardware purchased through the Texas Title I Priority Schools Grant opportunity will stay in place at Valley View High School and be sustained through district technology support as well as local school and federal funds. The goal of support through the technology coordinator is to create small learning communities within Valley View 6th Grade Campus which can sustain best practices in embedding technology into instruction and train newly-hired staff past the funding period. The district will currently provides stipends to mentor teachers to sustain training efforts as new teachers are hired. A collaborative leadership team has already been established at Valley View 6th Grade Campus that focuses on the duties of instructional leaders, leadership teams, and the implementation of continuous improvement plans. A professional development has been established through regularly scheduled literacy meetings to foster ongoing, job-embedded learning. This element ensures that sound instructional practices are in place across the curriculum in order to positively impact student achievement. The support from regional service center staff in concert with district staff will work toward building capacity to sustain the comprehensive school reform efforts. The campus leadership team will work together to enhance the school's capacity to design effective proactive learning environments where learning can occur. The analysis of data based decision making using both formative and summative data will be used to guide behavior and academic planning to increase graduation rate, decrease truancy and improve student attendance. The support from campus & regional service center staff will ensure implementation of these supports with fidelity and work towards building capacity and sustainability. A focus of the Texas Title I Priority Schools Grant is to train and support the school staff to deliver data, test creation, alignment, and strategy in a realistic, ongoing practice. Several of the professional development topics will be presented by internal staff at the school and district level after the conclusion of the grant period. This will be facilitated through leadership teams, individual teachers, and district staff. Additional analysis on perceptual data, program evaluation, and resource catalogue analysis will provide a longitudinal snapshot of measurement from the beginning of the project through the end.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Valley View 6th Grade Campus believes that productive partnerships between schools and external providers are built on strong foundations. One fundamental building block of these foundations is clarity and communication. To begin this process, the Valley View 6th Grade Campus used the Texas Comprehensive Needs Assessment to focus on the most pressing and important needs. Input was gathered from a variety of stakeholders, including not only school and district staff but also parents, community members and students. After needs were determined, the campus contacted many providers that offer a wide range of services. A Comprehensive School Reform (CSR) Program will be followed to coordinate the school's efforts in many of these areas into a single strategy so that all the components work together. This concerted effort to have all educational components work in tandem with one another avoids the fragmentation of implementing a collection of separately focused reform measures. Research on the qualities of effective professional development was considered prior to developing the memorandum of understanding (MOU) with the external provider. The Steering Committee examined the external provider's alignment with established goals; long-term strategies, ability to customize a package of customized and research-based services. Finally, the Steering Committee evaluated the provider's ability to build capacity. The Campus Leadership Team members of the selection team designed a request for proposal (RFP) that spells out clearly what the Campus was looking for in a provider. Based on the needs-assessment process, the Valley View 6th Grade Campus Steering Committee has developed a rubric for the type of assistance needed in terms of "content." The Steering Committee made a decision about what this partnership would entail. Simply delivering services was not the measure of whether a provider has succeeded. Outcomes are to be described in terms of specific student and teacher learning that would occur as a result of services rendered. The Valley View 6th Grade Campus Steering Committee has also selected to enlist the assistance of School Improvement Resource Center (SIRC) to provide quality professional development to teachers to improve instruction and increase achievement. We will also be utilizing various professional development seminars that Region One Educational Service Center (ESC) offers on content, on leadership, student achievement, differentiated instruction, cross-content alignment, and many more. We will also be bringing in Southwest Educational Development Laboratory (SEDL) to provide professional development services to our educators grounded in research and tailored to our campus' needs.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Valley View 6th Grade Campus Steering Committee will be looking for successful campuses with the same demographic populations that are consistently Exemplary and achieving expected annual growth as well. We will be looking for models of best practices throughout the school. The Steering Committee also intends to visit campuses that have a successful history of embracing rigor in both traditional core learning areas and in skills typically not taught as part of a traditional curriculum. These skills include: Collaboration, Content Literacy, Critical Thinking and Problem Solving, Oral Communication, Professional Ethics and Responsibility, Research Skills, Technology Literacy, and Written Communication. These site visits will include campuses that have adopted Project Based Learning as a means of seamlessly delivering both core area knowledge and 21st Century skills, emphasizing a real-world application of knowledge. In order to support a collaborative and project-based learning environment, Valley View 6th Grade Campus Steering Committee will examine campuses that are technology-rich, mimicking the workplace where all participants have access to the technological tools they need to complete their work.</p>		

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Schedule #4B—Program Description		
Part 2: Project Management Cont.		
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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p>There are no schools in Valley View ISD identified as Tier I schools as defined by No Child Left Behind. The Valley View ISD serves all students by providing tutoring and other supplemental academic enrichment services that are in addition to the instruction provided during the school day. These supplemental services are of high quality, research-based, and specifically designed to increase the academic achievement of eligible children on the state assessment and to assist them in attaining proficiency in meeting the state's academic achievement standards.</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 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.

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

According to the Texas Education Agency Comprehensive Needs Assessments and Texas Assessment of Knowledge and Skills (TAKS) scores from 2008-2010, Valley View 6th Grade Campus has found several areas of weakness that need to be addressed. A Tier III Modified Transformation Model has been chosen to counteract the above mentioned weak areas. The Modified Transformation Model was chosen because the campus has already made some changes during the 2009-2010 school year, which have resulted in improvement in areas that had been challenging the campus. The biggest issues that face the 6th Grade Campus are community/parental involvement, student achievement and quality instruction and administration. The Comprehensive School Reform (CSR) Program created by the 6th Grade Campus Steering Committee will address the needs of the campus. According to research, "Socioeconomically disadvantaged and minority families are significantly less likely to be involved in learning at home and school for all of the above and other reasons, including parents' own negative experiences with school as children, educators' assumptions that poor and minority families do not want to be involved, and lack of teacher and administrator training to involve families." (Bouffard, Bridglall, Gordon & Weiss, 2009) Without support and an emphasis on college readiness at home, students will be unable to meet the expectations placed on them at school. In order to ensure that parents understand the importance of education and feel involved in the school community, a year one priority will be to increase parental involvement on campus. The first step is bringing parents on campus to become more involved once they are here. According to long standing research, there has been a proven correlation to parental involvement and academic success, especially among students who come from a low socio-economic background (Bouffard, Bridglall, Gordon & Weiss, 2009). Since Valley View ISD is 95% economically disadvantaged, parental involvement will contribute greatly to student success. Parent education classes and literacy nights have been offered in other parts of the district, but by hosting these classes on campus parents will be making a connection to their child's own school, faculty and staff. Classes will include topics such as early college readiness, classroom expectations, and how to help students with their homework. Literacy nights will also be offered to give something back to parents who choose to become a part of the campus community. The Ingles sin Barreras (English Without Barriers) program would be introduced and used during these classes. Literacy nights are not the only service offered by the school; other services include medical vouchers in case of emergency, free transportation (provided with campus vehicle), and free uniforms where there is need. Parent-Teacher Organization (PTO) meetings are held every month, but in addition to these meetings parents are also offered an opportunity to meet with the principal during a breakfast meeting. Both meetings foster an atmosphere for open dialogue concerning school issues and also provide information to parents about pertinent school and community issues. These activities are already offered, but efforts will be made to increase attendance. During the 2010-2011 academic year the 6th and 7th grade levels will be housed on the same campus. This will undoubtedly increase the number of parents teachers are able to make contact with therefore the increase in resources is imperative. To bring the parents on campus and ensure that activities are promoted, a phone automated messaging system will be purchased and used on a daily basis. This system will allow daily updates to be sent out to parents without tying up personnel resources. Parent surveys will also continue to be sent out to assess parent feedback on school issues. Currently only 70% of surveys are returned when mailed out. With help from the automated phone messaging system and increased parental presence on campus, more surveys will be turned in. With all of these efforts in place, parental involvement should increase dramatically within the first year of the program. To focus all of these activities and information in one place, a parental/community involvement center will be created during the first year of the program. This center will include computers, purchased through program resources, where parents can check their student's grades, information on what services are available to parents and a centralized location to find out how to volunteer their time on campus. A parental involvement aide is already available to the campus through district funds. The parental involvement aide is trained through the Family Framework curriculum, which prepares the community aide to deal with many familial issues that may arise during the year. Research has shown that if schools reach out to disadvantaged parents, parental involvement levels increase, along with student achievement. (Bouffard, Bridglall, Gordon & Weiss, 2009) Parents are not the only source of help. In Year Two the program will bring in community and business leaders to present information to the students. Business members would be invited to "adopt a class," which means they could offer tutoring services or help a teacher with a class in need. Community members will be welcomed to make presentations on how tools learned in school are used in everyday jobs. These presentations will allow students an opportunity to learn about different careers and the requirements in place to obtain a position in said careers. Community resources will also be brought in to have college fairs on campus. With an increase in parental and community involvement, and a focus on college readiness through community presentations, students will have the support they need to be academically successful. According to the Comprehensive Needs Assessment and TAKS scores from 2009, there is gap in student achievement that needs to be adequately addressed. The Tier III Modified Transformation Model will aid in bringing students up to the standards they need to meet. In 2009, 6th grade students did not meet the standards of comparable growth that were laid out for them by the state. Before creating the CSR program, the 6th Grade Campus had already begun changes that would help increase student achievement. As a result of math scores not showing comparable growth in 2009, all math classes were converted to a double block.

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>108-916</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 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>This means that math classes are 90 minutes long which means “students are allotted more time to synthesize material” (Becker, 1994). These classes allow more time for hands-on activities, student questions and guided practice. Forty students who were identified as in need of intervention in reading were selected to be grouped into a <i>Read 180</i> class. The class involves lab time and a smaller student to teacher ratio (12:1). This increased time gives students ample opportunity for some remedial work as well as covering the Texas Essential Knowledge and Skills (TEKS) of a single block reading class. A new curriculum was also purchased for the math department. Ernest Educational Concepts (EEC) is a comprehensive curriculum that covers 100% of 6th grade TEKS. The curriculum is vertically and horizontally aligned to ensure full cooperation among the math department. The EEC program provides a detailed scope and sequence to follow throughout the year and provides various seminars in order to help teachers successfully implement lessons. The 6th Grade Campus is combining with 7th grade next year, therefore it is crucial that the two grade levels collaborate to ensure students are using common strategies on their math tests, and this curriculum provides that collaboration for teachers. In addition to covering 100% of TEKS, EEC also provides teachers with a “20 Day Plan,” which is a comprehensive review of all concepts taught that year. The review includes homework to be completed daily, hands-on activities and strategies for identifying and solving different types of problems. The curriculum also provides teachers with a forum to discuss relevant issues to the math curriculum with other instructors using the EEC program. Tutorials played a large role in increasing math scores from 81% in 2009 to 96% in 2010. This increased learning time both after school and on Saturdays gives struggling students an opportunity to catch up on confusing concepts. These tutorials also offer a smaller class size so students get more one-on-one attention. The average student-to-teacher ratio during tutorial classes was 10:1. Teachers used disaggregated data to target areas of improvement on weak TEKS. In turn this leads to data-driven instruction in classrooms and tutorials. According to the CNA, 38% of the student population regularly stayed after school to attend activities. However, of this 38%, only 49% felt the tutorials were beneficial and positively affected their grades. To make tutorials more effective, a new curriculum or program, such as Agile Mind, will be purchased to ensure tutorial time is being used effectively. Advisory class time has also been allotted to support the math department. Advisory instructors teach a math curriculum provided to them by the lead teacher. With guidance from math teachers, advisory teachers use the tools and strategies from math classes to reinforce them during this additional time. Students who have consistently scored low on state assessments were placed in an Academy for the 2009-2010 school year. The Academy is a small learning community that offers students a smaller student to teacher ratio of 11:1. Students will also receive weekly interventions through allocated lab time where they use software such as Pearson Successmaker and Study Island. Disaggregated data will also be used to regroup students based on identified areas of weakness. This will allow teachers to focus on a specific objective, TEK or learning style. Regrouping students according to need assures that all students have an opportunity to be academically successful. Data from weekly assessments and benchmarks are also used to make mentoring lists. Students in need of interventions are identified through the use of disaggregated data and assigned a teacher as a mentor. This teacher is responsible for helping their mentee become academically successful by ensuring attendance at tutorials, making contact with parents and providing encouragement and support throughout the year. Additional technology on campus will also promote student academic success. Interactive boards and ceiling mounted projectors in each classroom would provide teachers with the tools to create interactive lessons that involve students in teaching. Flip cameras will provide students with opportunities to peer teach. They can record their own lessons at home or other locations and present them in their classroom. This allows students to be in charge of their own learning. Mobile computer labs will also increase students' access to technology. Currently only one class can use the computer lab each day. Mobile computer labs would allow more classes access to technology and allow for more innovative teaching and use of computer based programs. In addition to mobile computer labs equipped with MacBooks, each teacher would receive a MacBook Pro with educational applications. Apple would provide staff development over eight days. The staff development would focus on developing a “digital learning environment.” Instruction would be provided on how to seamlessly integrate computer applications into lessons. For example one application allows educators to place themselves in an interactive digital environment, where the instructor can bring students into a virtual world of learning. To prepare for the change in state standardized testing, teachers would use technology in the classroom to help students acquire the skills needed on performance based questions. Rather than answering questions, students would help develop lessons through the interactive technology provided by the laptops and mobile computer labs. With technology provided by laptops and Flip Cameras, each teacher could record lessons when students are absent. These recordings could be downloaded onto iPods, checked out by the students, and taken home to review. This technology would provide students with resources to keep them from falling behind. iPods would also be used by students to take home project instructions, listen to podcasts related to content, and used for peer tutoring. Ten iPads would also be purchased to allow content teachers access to even more educational applications. Because the screens are larger on the iPads more educational software and applications are available on these resources. A certified teacher will be employees as an instructional technologist. It will be the duty of the instructional technologist to coordinate with teachers on the utilization of technology in the classroom. The technologist will also act as the liaison between the companies providing technology and the teachers on campus. During the course of the CSR Program, teachers will become more familiar with the available technology and the need for the technologist will decrease.</p>		

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

Therefore at the end of year three of the program, teachers will be able to continue to effectively incorporate technology into their lessons. In addition to the initial eight day training to develop digital learning communities, Apple would be brought back on campus three additional times during the school year to assess and improve the efficacy of technology in the classroom. Learning cannot take place without students, focused and ready to learn. Another initiative under the CSR program is to increase the number of library books so the campus is up to state standards. Currently the library does not meet the standard student to book ratio, which means inventory is deficient. Resources will be funneled to this area so students have access to a number of different texts. To ensure this learning climate is in place on campus various initiatives will be created. An attendance incentive was created for the 2009-2010 school year during the second semester. Classes with perfect attendance during second period received a weekly reward and as well as a dance which was held every six weeks for students with perfect attendance during that time period. However, due to limited resources these incentives were not always available to students and were not as effective as they could be. Good behavior incentives based on discipline and adhering to school policies will be held every three weeks. With available resources, these incentives provide a positive reinforcement to students who make good decisions. Based on information from the Comprehensive Needs Assessment, 16% of students believe alcohol and drugs are a major problem on campus, 16% believe fighting is a major problem on campus and 15% believe bullying is also a problem on campus. To address these needs, character education classes will also be implemented during the first year of the CSR program. Teachers would follow the Josephson Institutes-Center for Youth Ethics' Character Counts program. The classes would focus around six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship. These classes will foster conversations about various topics affecting adolescents and increase awareness of the citizenship role each student has. Other parent resources would also be purchased and placed in the parental/ community center so parents would have access to them. These resources show parents what their children are learning in the character classes and how to support the six pillars at home. Classes are created to decrease the number of students (65%), who said they felt unsafe at school. These classes should also decrease the number of office referrals. Extra-curricular activities such as Student Council, G-Force (recycling club) and the Millionaire Club (reading club) involve students in additional activities that make students better citizens within their global community. A media technology club will also be created for students next year. Due to technology being unavailable the first year of the CSR program, students will focus on familiarizing themselves with media technology and practices, and the second year students will begin to put their knowledge about technology into production. In the second year students will have access to video cameras, flip cameras, computer software and other resources to create productions. The productions will be shown campus wide, by using the TVs and network. All initiatives will be continued in the second year, as well as the addition of other activities. Security cameras will be placed on campus to ensure student and faculty safety. Due to Valley View's proximity to the border and an increase in border violence, security cameras are paramount to our students' safety. The 6th and 7th grade campus consists of numerous buildings or wings that the students have to travel to and from many times a day. Because students are walking from building to building, a system needs to be in place to monitor the security of the campus and the safety of the faculty and students. These cameras can be monitored by the officer on campus, as well as administrators. Cameras will help create a safe environment where students' only concern is learning. Diversity workshops will also be conducted in the second year for students. These seminars make students aware of other cultures in the world to enable them to truly become global citizens. It is the belief of the Steering Committee that the Modified Transformation Model will be an effective tool when addressing these issues. According to Carpenter (2004), staff development can bring about positive change in the learning environment when supported by the administration on campus. According to data, 76.2% of 6th and 7th grade teachers are classified as "new," meaning they have less than five years teaching experience. In order to make sure the faculty are knowledgeable and receive quality staff development, the campus will provide several opportunities to engage in these activities. A training that teachers will be encouraged to attend is the Kagan training. This workshop incorporates cooperative learning and differentiated instruction. Because of the campus' high percentage of English Language Learners (41% of the student population), differentiated instruction is imperative to keep these students involved in the lesson and ensure they are learning in a style conducive to their needs. The subpopulation of English Language Learners (ELL's) on campus had a lower percent of passing in 2008 (55% in math) than the entire campus (77% in math). With strategies learned from a workshop, such as that presented by Kagan, teachers would have the additional resources necessary to bring this subpopulation up to where it needs to be. The school would host a Kagan training during the summer and provide a stipend for those teachers in attendance. In addition to the Kagan training, a representative from each department would also attend the Comprehensive Content Academy workshop provided by Region One. The workshop focuses on providing an understanding of the research based Sheltered Instruction Observation Protocols (SIOP); these practices are especially important for the subpopulation of ELL's who scored 5% lower on the 2008 Reading TAKS than the campus as a whole and 22% lower on the Math TAKS the same year. According to the authors of the SIOP model, Echevarria and Short (2004), teachers "make the content comprehensible through techniques such as the use of visual aids, modeling, and native language support." The model also relies on the students' prior knowledge to build a broader vocabulary. These types of strategies would empower students to be successful on campus and state assessments.

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

According to the School Technology and Readiness Chart (STaR Chart), teachers at Valley View 6th Grade Campus are in a developing stage when it comes to access to technological staff developments and the content of the professional developments. Resources should not lie dormant in a closet collecting dust; they should be used efficiently to promote learning in the classroom. Successful technology training is required to meet this goal. To address this area of weakness, one teacher per department would be sent to the Integrating Digital Whiteboards training provided by Region One. This training gives teacher tips to "maximize student performance" by utilizing this technology effectively. The aforementioned Apple training would ensure teachers had the skills to utilize all technology provided to them; inquiries about software/hardware can be addressed by the Instructional Technologist. Because math scores proved to be an area of weakness for the campus, math teachers will be sent to the Conference for the Advancement of Mathematics Teaching where they will learn innovative mathematics tools. This conference comes highly recommended from teachers who have attended in the past. The conference also provides excellent insight into how technology can be utilized in the classroom to make mathematics teaching more effective. Upon returning from the conference, teachers will share the knowledge they obtained at the training with the entire department. Through the gathering and sharing of information, these teachers will also become leaders on the campus and a beacon of knowledge for the rest of the department. In order to promote reading comprehension, reading teachers will participate in Expediting Reading Comprehension for English Language (Excel) for Teachers training through Region One ESC. We are also interested in collaboration across departments, and will send reading and social studies department heads to Integrated Language Arts and Social Studies seminar also provided through Region One ESC. Other workshops provided by SIRC and SEDL will focus on enhancing administrative competency, use of disaggregated data to drive instruction, and techniques to aid ELL students with content specific language. In addition to formal staff developments, teachers will also be sent on site visits to campuses around Texas that have similar student demographics and have shown academic success, such as Knowledge is Power Program (KIPP) school in Houston. The trips would expose teachers to classroom practices that have been proven successful and allow them to see how technology has been used in various classrooms. Insight into how academically successful schools operate will inspire and educate Valley View teachers on effective teaching practices. With workshops that will help promote differentiated instruction, provide subpopulations with needed tools, and make technology more accessible, teachers will have more knowledge to bring into the classroom. After spending time and resources educating faculty, the campus will make every effort to retain these teachers. A retention stipend of \$2,500 will be awarded to all professional staff returning for the following school year. According to research, teachers in high demand subject areas are less likely to return to the profession within the first five years. To counteract this trend in education, an additional \$1,000 stipend will be given every year to teachers returning to Valley View. These stipends would help keep quality teachers in the district and contribute to the success of students. To cultivate leadership on campus, teachers need to be empowered with information and necessary skills. As referenced above, teachers will take on a leadership role in disseminating information from trainings to the rest of the faculty. In addition to these leadership roles, teachers also participate in a team concept. Students are divided into teams and share all the same core area teachers. Faculty on the same team share the same conference period and attend team meetings to address concerns about students. Teachers are responsible for the discipline on their teams, which gives them a larger leadership role on campus. The Site Based Decision Making Committee is a group of administrators, teachers, parents and community members who give input into pertinent issues that are occurring on campus. The committee has voted on such topics this year as continuing the teaming concept, creating a discipline plan and overseeing student incentives. In addition to the aforementioned staff development, first and second year teachers are supported on campus through a mentoring program. The mentor is a leader on campus that has shown excellence in the classroom. The mentor provides resources, support, and direction when the new teacher is in need. This mentor program ensures that beginning teachers have the guidance necessary to become leaders on campus as well. To promote leadership on campus, an administrative internship will be offered to those faculty members interested in pursuing a Master's degree. The internship will offer an opportunity to job shadow, be mentored by a current administrator and gain insight into the world of administration. A maximum of two faculty members will be enrolled per year to ensure quality mentoring. Mentoring logs would be kept for evaluation and participating administrators would be given a stipend of \$1,500. Once completing the internship throughout the school year, these faculty members will be offered financial assistance in acquiring their Master's degree in some administrative capacity. Administration and the grant coordinator will monitor the utilization of learned skills through staff developments and the efficacy of each teacher through formal walkthroughs, which will be measured by observation reports, and the Professional Development Appraisal System. Year three will continue all above stated initiatives. Staff developments, data disaggregation, parental involvement, extended learning time, and leadership will all continue to be assessed for efficacy. Sub-Committees will be created to sponsor and monitor newly created programs. Committees will meet to carry out the activities. Sign in sheets and meeting minutes will be turned into the grant coordinator to monitor that all staff are contributing to the success of the CSR Program. As needed, additional activities meetings will be added or discontinued. Wherever a weakness is identified in the CSR Program during the course of its run, it will be met with an innovative solution so that no child is left behind.

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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 Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p style="text-align: center;"><u>Year 1</u></p> <p>August Professional Development: Teachers and Administrators will undergo Professional Development trainings/seminars in various areas in order to improve teacher and administrator quality and leadership. Education Concepts Curriculum Training/Content Seminars – (3 days) [\$24,00]; Campus Management and Classroom Discipline through SIRC- (1day)[\$7,320] Professional Development (Dec.): Capturing Kids Hearts – (3 Days) [\$47,000]; Departmental Meetings to Vertically and Horizontally align instruction; The Community/Parental Involvement Center will be set-up to provide resources for parents in a classroom on campus; Master Schedule is Completed; Rosters for block classes are created; Teacher incentive plan established; First Part of Technology Hardware is purchased: Document Readers[\$17,430], Computer Laptops[\$137,920], Flip Cameras[\$30,000], Phone Call Out System[\$50,000], Desktop Computers[\$7,449], Presentation Remotes [\$2,500]; 5 Tables for parent/community center are purchased [\$1,399.95];Resources for the library will be purchased as well; Instructional Technologist [\$41,000], Secretary[\$14,000], and Grant Coordinator [\$65,000] are hired</p> <p>September/October Development Academy through Region One ESC – (4 days) [\$21,600]; Using Flip Cameras to Support Student Mastery through Region One ESC – 1; Master Calendar for PTO, Breakfast with Principals, College Fairs is created; Teacher Retention Stipends of \$2500 are distributed in October [\$112,500];Testing Area Competitive Stipends of \$1000 are distributed in October [\$18,000]; 1st Parent Survey Sent Home: 1st week in September; Saturday tutorials, math camps, reading camps begin; Coordinator Compiles Campus report each Six Weeks; Campus Coordinating Committees Meet Monthly; Accountability Team Meeting Held Monthly to report on Disaggregated data/Classroom instructional alignment; Administrative Internship Begins; First On-Site Visit to KIPP Academy in Houston; Formal Evaluations/Walkthroughs begin; October: 1st Campus Quarterly Report Due; Attendance/Behavior Incentives Begin; Monthly Technology Seminars provided by campus Instruction technologist</p> <p>November/December Professional Development(Nov.): Developing Leadership Capacity Through Leadership Behaviors through SIRC [\$7, 320]; 1st Benchmark; 2nd Parent Survey Sent Home 2nd week in December; Campus Coordinating Committees Meet Monthly; Accountability Team Meeting Held Monthly to report on Disaggregated data/Classroom instructional alignment; December: 2nd Quarterly Report Due; Monthly Technology Seminars provided by campus Instruction technologist</p> <p>January/February Regrouping of students; Departmental meetings—data driven instruction: Testing departments devise a plan based on disaggregated data from December Benchmark to address weak TEKS; Professional Development: Expediting Reading Comprehension for English Language (Excel) for Teachers training through Region One ESC [\$259,200]; Campus Coordinating Committees Meet Monthly; Accountability Team Meeting Held Monthly to report on Disaggregated data/Classroom instructional alignment; 2nd Benchmark; Monthly Technology Seminars provided by campus Instructional technologist</p> <p>March/April Accountability Team Meeting Held Monthly to report on Classroom instructional alignment; Campus Coordinating Committees Meet Monthly; April: 3rd Campus Quarterly Report Due; Monthly Technology Seminars provided by campus Instruction technologist</p> <p>May Accountability Team Meeting Held Monthly to report on Classroom instructional alignment; Campus Coordinating Committees Meet Monthly; May: 4th Campus Quarterly Report Due</p> <p>Remaining expenses are allotted for sustenance, travel and lodging for site visits, installation and maintenance of technology items, resources for the library and community center, student incentives, and resources needed for various professional development seminars held throughout the year.</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			
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	Campus Administrators		
2	District Administrators		
3	Teachers		
4	Students		
5	Parents		
6	Community Members		
7	Business Leaders		
8	Representatives of Institutions of Higher Education [South Texas Community College, Texas State Technical College]		
9			
10			

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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 D: Improvement Activities and Timeline

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

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

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

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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 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
1A	Identify weak TEKS based on benchmark scores using data warehouse system	Create data driven instruction	Disaggregated data by TEKS (Bernhardt, 2004)	08/10	05/13
1A	Teachers implement computerized instructional programs into the lessons	Monitor student growth and progress	Data analysis by TEKS; Offer guided instruction to meet student needs (Schmoker, 1999)	08/10	05/13
1B	Teachers follow Ernest Educational Concepts program (EEC) and adjust teaching for improved learning time	Cover TEKS; vertically and horizontally aligned, content seminars	Benchmarks analysis: Feb.'09: 64% passing rate(pre EEC) Feb. '10- 86% passing rate (with EEC) (Supovitz & Klein, 2003)	08/10	05/13
1B	Teachers modify campus created reading curriculum to students needs	Teachers vertically and horizontally align instruction to TEKS	Benchmark analysis, weekly assessments (Supovitz & Klein, 2003)	08/10	05/13
1C	Teachers are evaluated through walkthroughs for assurance of program deliverance	Ensure technology is being used to increase student learning	Observation feedback reports	08/10	05/13
1C	Teachers participate in Professional Development and Appraisal System(PDAS)	Ensure high quality instruction	Summative reports; performance evaluations (Kirby, 1986)	08/10	05/13
1C	Formal evaluations/ walkthrough are performed to ensure students improvement in academic performance	Continuous evaluation of instruction	Observation feedback reports (Black & William, 1998)	08/10	05/13

Add additional pages as needed.

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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 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
2A	Data Warehouse System (Data Disaggregation) is implemented to disaggregate benchmark scores	Disaggregates test scores for benchmarks and weekly assessments	Reports generated that present information by teacher objectives, TEKS, and populations (Love, 2004; Sharp & Risko, 2003)	08/11	05/13
2A	Content teacher disaggregate scores per content area	Teachers can interpret data to make accommodations and target population needs	Reports facilitate monitoring of students progress and mastery of TEKS (Mitchell, Lee, & Herman, 2000)	08/10	05/13
2B	All program participants attend accountability in-service for data driven instruction	Communication across departments about areas of improvement; plan data driven instruction	Horizontally modified lessons to drive instruction based on documented student needs. (Mitchell, Lee, & Herman 2000)	08/10	05/13
2B	Accountability department head meetings are held to compile and share benchmark scores for intervention	Action plans are formed based on assessment analysis	Campus goals aligned based on assessment reports (Love, 2002)	08/10	05/13
2C	Regrouping of students once data disaggregation is used to identify weak TEKS	Students receive instruction on TEKS not mastered	Students have more time to review difficult concepts, which allows them to synthesize information (Becker, 1994)	08/10	05/13

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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 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
3A	All program participants will attend cultural diversity Professional development	Creating effective open-mined and well-rounded leaders	Leaders create a community aware of global differences and changes (Pope et. al., 2004, Hill, 2006)	08/11	05/13
3A	Teachers are surveyed for administrative internship program	To cultivate and interest in administration and higher learning	Individuals participating in year long program (Katzenmeyer & Moller, 1996)	08/10	05/13
3A	A Site Based Decision Making (SBDM) Committee will meet monthly to discuss important school matters	This Committee comprised of teachers, an administrator, and community member deliberate on important school matters	Various stakeholders aid in the decision-making process for numerous activities/events/issues/changes throughout the year (Dolan, 1994)	08/10	05/13
3B	Teachers are grouped in teams to create a small community within the school to improve student performance and communication	Teachers work together in teams to discuss individuals student progress	Team meetings provided venues for student and parent conferences (Mansfield, 1999)	08/10	05/13
3C	A teacher-to teacher Mentoring program will be encouraged to increase teacher quality and leadership effectiveness	Quality teachers providing guidance and leadership to 1 st and 2 nd year teachers	First/second year teachers are provided a network within which to express concerns and ask questions. (Eberhard, Reinhardt-Mondragon, and Stottlemeyer, 2000)	08/10	05/13
3C	A teacher to student mentoring program will be encouraged to increase student communication in a different environment	One on one student mentoring provides them with additional positive role models	Regular contact has been linked to positive youth outcomes...by fostering engagement within the youth's life. (Dubois, Neville, et. al., 2002)	08/10	05/13
3A	Teachers participate in a Master's program to increase effectiveness in leadership	Creating quality administrators for our own community with teaching experience	2-5 teachers will be enrolled in the master's program by the end of the year (Katzenmeyer & Moller, 1996)	08/11	05/13

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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
4A	Students participate in block math/reading Read 180° to improve content learning time	Increase time in these content subjects gives students opportunity for more learning	Students are allotted more time to synthesize material. (Becker, 1994)	08/10	05/13
4A	Students are regrouped according to benchmark scores to improve learning time in targeted weaknesses	Students are grouped based on needs	Student receives specific content in area of need, and is able to move out of group through master and reassessment. (Slavin, 1986)	08/10	05/13
4A	Saturday tutorials, math camps, reading camps will be created to give students more opportunity for learning time	Interdepartmental collaboration; provides students with increased time to target weak TEKS	Academic plan of action is implemented to target areas of need. (Supovitz & Klein, 2003)	08/10	05/13
4A	Advisory classes will be used for math and reading reinforcement	Advisory lessons are used to target weak TEKS and provide addition learning time to all students.	Academic plan of action is implemented to target areas of need. (Supovitz & Klein, 2003)	08/10	05/13
4B	Earnest Educational Concepts for assurance of deliverance of all TEKS	Teachers are provide with detailed scope and sequence	Horizontal instructional alignment provided for district calendar (Porter, 2002; Webb, 1997)	08/10	05/13
4B	Campus calendar with instructional theme across departments will be created to ensure more than one subject's lesson will correlate with the next	Themes will motivate students and increase learning time across department	Students are provided with additional opportunities to review content (Supovitz & Klein, 2003)	08/10	05/13
4C	Departmental collaborations will be expected as there will be weekly meeting to ensure deliverance of activities	Horizontal alignment across departments	Coordinating TEKS across departments (Kanaya & Light, 2005)	08/10	05/13

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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
5A	Parental Teacher Organizations (PTO) will be created on campus	Parents have an opportunity to voice concerns and ideas	Increase regular parental involvement positively correlates to academic success (Simon, 2001)	08/10	05/13
5A	Parent surveys will be issued at the beginning, middle, and end of the school for parent feedback	Provides parents with an opportunity to provide anonymous feedback	Soliciting feedback provides school with direction in community event (Bouffard, Bridglall, Gordon & Weiss, 2009)	08/10	05/13
5B	Automated phone messaging system will be implemented to ensure parents receive notices of current events	An efficient and convenient way to contact parents about various school events	Parental awareness of school activities (Bouffard, Bridglall, Gordon & Weiss, 2009)	08/10	05/13
5B	Breakfast with Principal will be held monthly to ensure parents are given opportunity to have open dialogue with administrators	Parents meet with administrators and educate on pertinent community and school issues	Parental attendance increases and higher factor in student academic success (Simon, 2001)	08/10	05/13
5B	Campus newsletter will be issued to parents for upcoming events and students achievements	Inform parents about current events	Communication from school increases (Dearing, Kreider, Simpkins, & Weiss, 2006)	08/10	05/13
5C	Teacher will hold Parental Educational/Literacy nights for homework and project guidance	Classes are held to educate parents of various topics	Parents using the available technology (Simon, 2001)	08/10	05/13
5C	Local businesses will be invited to present students with informational topics	To invite community members into the school community	Strengthen relationship between business community members and school community (Bouffard, Bridglall, Gordon & Weiss, 2009)	08/11	05/13
5C	The campus will provide families with services on a needs basis	Provide assistance (transportation, free uniforms, etc.) to students' families in need	Building positive relationships with families to increase parental involvement (Weiss, Bouffard, et. al., 2009)	08/10	05/13

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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
5C	Parental Involvement/Community Center	Provide parents with a centralized location where all campus resources and information are housed	Parents participation effects student participation and performance (Simon, 2001)	08/10	05/13
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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 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A	The campus will offer weekly incentives to each student for perfect attendance	Increase student attendance	Incentives increased percentage of students attendance school year-to-date average: 97%; increased attendance leads to increased student achievement (Johnston, 2000, Lamdin, 1996).	08/10	05/13
6A	The campus will offer 6 th week incentive for all students with perfect attendance	Increase student attendance	Increase in attendance leads to higher academic achievement (Johnston, 2000, Lamdin, 1996).	08/10	05/13
6B	The campus will offer incentives every three weeks for each student for good behavior	Praise students for good behavior	Improving school climate will directly affect student performance (Johnston, 2000, Lamdin, 1996).	08/10	05/13
6B	The campus will offer students character education through character educational developed activities	Providing citizenship classes to all students	Character Education has positive outcomes in student achievement. (Berkowitz, 2003)	08/11	05/13
6B	Security cameras will be implemented throughout the campus to ensure students and all staff a safe environment	All areas of the campus will be monitored to ensure positive school climate	Perception of school safety shows a positive correlation to Academic sustenance (California Healthy Kids Survey conducted by WestEd—nonprofit research firm that conducts surveys for the California Department of Education, 1998-2001)	08/11	05/13
6C	The campus will host college fairs to provide students with a focus for a higher education	All students have an opportunity to participate in raising all expectations for college	Students with involved parents are more likely "to graduate and go on to postsecondary education" (Jenderson & Mapp, 2002)	08/10	05/13

6C	Student Groups will be available for students to participate within the community	Students become involved in activities within the global community	Students become aware of community (Stephens & Schaben, 2002)	08/10	05/13
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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 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6C	A millionaire club will be created by the library and reading teachers to encourage	Students participate in a reading club that encourages them to exceed reading expectations	Increase the number of students participating as millionaires (Stephens & Schaben, 2002)	08/10	05/13
6C	Diversity workshops	Raise awareness of cultural diversity	Students and staff create an environment accepting of various differences (Pope et al., 2004, Hill, 2006)	08/11	05/13

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A	Teachers participate in the Professional Developmental Appraisal System as a formal evaluation of teaching techniques	States approved system for appraising teachers and identifying areas that would benefit from staff development	Teacher participation in staff development (Wenglinsky, 1998)	08/10	05/13
7A	Teachers participate in administrative walkthroughs for informal evaluation of teaching techniques	Campus system for appraising teachers and identifying areas that would benefit from staff development	Teacher participation in staff development (Sulla, 1999)	08/10	05/13
7B	Job Embedded Professional Development will be employed specifically in content areas	Staff development for individual content areas	Teachers implements use of technology available in the class (Sharp & Risko, 2003)	8/10	05/13
7B	Job Embedded Professional Development on Technology	Training would increase the effective use of technology in classrooms	Teachers increase use of technology in the classroom (Bruner & Honey, 2001)	08/10-08/11	05/13
7B	Job Embedded Professional Development for classroom management	Staff development for teachers to improve classroom management.	Classroom management has a positive correlation with academic success. (Wang, Haertel, & Walberg, 1993))	08/11	05/13
7B	Job Embedded Professional Development for integrating content areas	Interdepartmental collaboration would increase the efficacy of classroom learning	Interdepartmental instruction is especially important for English Language Learners (Kaufman, 1996)	08/10	05/13
7C	The campus will offer a competitive stipend for content tested area to meet the high demand of quality teachers	Increase teacher retention	Teachers in rigorous and high demand subject areas are less likely to return within the first five years of teaching (Ingersoll, 2001)	08/10	05/13
7C	The campus will offer a teacher retention incentive to increase teacher retention	Increase teacher retention	Reduce staffing barriers and the use of a "revolving door" within the campus and community of educators (Ingersoll, 2001)	08/10	05/13

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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 D: Other Improvement Activities and Timeline (cont.)

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
	iPod Mobile Learning Labs will be implemented in the lesson to enhance student learning	Students will be able to utilize technology to enhance learning.	Students have an opportunity to review teacher lessons and create their own for peer review. (Waxman, Connell, & Gray, 2002)	08/11	05/13
	Mobile Computer Labs will be used as a resource for research and a means to offer students diverse forms of learning	Increased number of student computers will increase access to technology across the campus.	Technology will provide students with extra resources for student learning. (Waxman, Connell, & Gray, 2002)	08/11	05/13
	Teachers will be provided with instructional laptops to improve effectiveness in innovative practices of teaching	Laptops will provide teacher's access to the latest technology in teaching in order to create innovative and interactive lessons that captivate students.	Allowing students to participate in lessons leads to student success. (Waxman, Connell, & Gray, 2002)	08/10	05/13
	An Instructional Technologist will assist teachers with students in need according targeted weaknesses	The instructional technologist will be required to assist teachers in planning lesson using all available technology to promote student success.	Planning the use of technology in the classroom increases the efficacy of the technology. (Cradler, 1991)	08/10	05/13

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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.

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

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

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

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<p align="center">Texas Title I Priority Schools Grant</p>		
<p align="center">Schedule #4C—Performance Assessment and Evaluation</p>		
<p>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)</p>		
<p>Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement</p>		
<p>In order for the Comprehensive School Reform (CSR) program to reach its full potential, there will be a large amount of direction, observation, and analysis needed. For this specific reason the grant coordinator will be in charge of collecting all necessary data to make certain that areas of weakness indicated by the Comprehensive Needs Assessment are being addressed. Every core area teacher is responsible for giving a weekly assessment. Once graded, the teacher breaks down the average rate of passing by population to analyze the test results. These weekly assessments will be turned in to the grant coordinator who will be in charge of comparing data across subject areas. If inconsistent data appears on one teacher's reports the grant coordinator will be able to address the area of weakness with the teacher to ensure that a response to intervention is created and implemented. Weekly assessment reports are also reviewed during department head meetings to assess the success each teacher is having through the weekly assessment. Benchmarks scores are also broken down by teacher, population and Texas Essential Knowledge and Skills (TEKS). Weaknesses by population and TEK are identified. These reports will now be turned in to the grant coordinator as well as campus administration to ensure that academic progress is being made as a result of the new programs that were created. Tutorial lessons are made to address these areas of weakness to bring benchmark scores up and improve performance on standardized tests. Math and Reading teachers who utilize the labs and the available computer based programs currently run reports every month to monitor student progress. Now that the grant coordinator will be in charge of monitoring data as well, these reports will also be turned in to that person. These reports should make sure that computer programs are being used effectively, rather than just as a filler activity when a lesson has not been planned properly. The data from computer program reports also indicates areas of weakness throughout classes as a whole. These areas of weakness should be identified and addressed in classroom lessons. In addition to walkthroughs currently made by administrators, the grant coordinator will also be responsible to conduct walkthroughs. The grant coordinator will assess if concepts from staff developments are being infused into the classroom lessons and creating a stronger learning environment. Because staff development is a large part of the CSR program the 6th Grade Campus will be implementing, these observations will be crucial to ensuring that innovative concepts are utilized. Staff development sign-in sheets and certifications will be turned in to prove attendance. In addition to observations and sign-in sheets, faculty will also be required to submit exit surveys of each staff development. These surveys will require participants to reflect on what they have learned in the training and how they will apply it in the classroom. This requires teachers to think about the benefits of the staff development, rather than just evaluate the presentation. The utilization of technology will be assessed by sign-out sheets that and lesson plans. When using technology in the classroom, a section of the lesson plan will have to address how the technology will enhance students learning. Parental involvement programs will submit agendas to show that meetings were meaningful and useful. Sign-in sheets from parental involvement programs, PTO meetings, the family/community involvement center, and automated phone messaging reports, will all be provided to ensure utilization of the programs. To show block classes, tutorial sessions and advisory math classes are being effective, scores from weekly assessments and benchmarks will be analyzed to prove improvement. Tutorial sign-in sheets will be submitted to show attendance for Saturday tutoring and after school tutoring and make sure students in need of intervention are attending. Schedules for students in need of intervention will also be submitted to prove their participation in double block <i>Read 180°</i> classes. The lead teacher will submit a lesson plan for the advisory classes to show that weak TEKS are being addressed in an effective manner. There are several activities that will contribute to school climate, which was identified as an area of weakness on the CNA. Attendance for the character education classes will be proven by a sign-in sheet when the students have completed the classes. Minutes and reports from extracurricular activities such as Student Council and G-Force (an environmental club) will be turned in on a six weeks basis. These programs will teach students how to be productive citizens, so six weeks discipline referral reports will be submitted to indicate if referrals have decreased over the time these activities are being implemented. The CNA also indicated that safety was an area of weakness that needs to be addressed. To ensure that the security system that will be installed when the program begins is effective, monthly security reports will also be submitted to the grant coordinator. The grant coordinator will be in charge of reviewing all of the aforementioned data to ensure that the CSR program is being effectively implemented.</p>		

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>The activities created to address the weaknesses outlined in the Comprehensive Needs Assessment will be formatively evaluated throughout the course of the program. Because research has shown that parental involvement has direct correlation to the academic success of students, increasing this involvement will be imperative. (Simon, 2001) Parental involvement will be monitored through participations rates. Now that 6th and 7th grade campuses will be combining, there will twice as many parents who need to be informed of the happenings on campus. To determine if these activities are meeting the standards set forth in the program, sign-in sheets will be evaluated. In the 2009-2010 school year there was an average of 20 parents at each Parent-Teacher Organization (PTO) meetings. In the first year of the program, due to the efficacy of the activities implemented, there should be an average of 50 parents per meeting. The second year of the program the goal is to have 100 parents and by third year to have 150 parents attending. If sign-in sheets show this progress, the activities such as the automated phone messaging system will have been effective. Another goal of the program is to create and promote a parent/community involvement center that will be utilized daily. The first year the center is created the goal is to have an average of ten parents or community members in the center a day. The second year the goal will be 12 parents and by the third year 15 parents a day. If these numbers are not being met, the program is failing to be effective. Along with the administration and steering committee, the grant coordinator would need to address the areas that are not successful and implement a new plan of action. In addition to parental involvement evaluations, the climate of the school will also have to be assessed to ensure that it is conducive to learning. The goal of the 6th and 7th grade campus is to encourage and educate all students on the importance of attending college and being productive citizens in a global community. Character education classes, college fairs and extracurricular activities will all contribute to these goals. The efficacy of character education classes will assessed through sign-in sheets that all students have attended the classes and a decrease in the number of office referrals. After the completion of the character education program, the goal is that office referrals will decrease 10% the first year of the program and then an additional 10% for the next two years after that. If these numbers are not being met in the first year of the program, activities will have to be re-evaluated to ensure that satisfactory goals are met in the next years of the program. To promote college readiness, the campus's goal is to host two college/career fairs. These events will have college information for the students who are attending and also career information for parents who attend as well. Evidence of these college fairs will be records of colleges attending and a sign-in of the students and parents who attended as well. Extracurricular activities an important part of making students active participants at school and in the community. According to Stephens and Scheven (2002), students who participate in extracurricular activities consistently have higher grade point averages than students who do not. The participation in extracurricular activities such as Student Council dropped from 22 students last year to 10 students this year. The goal of the program is to have 30 participants in the Student Council and G-Force (an environmental club) within the first year of the program, 40 students the next year of the program and 50 students participating by the third year. Sign-in sheets and meeting minutes would be submitted to the grant coordinator to determine if these groups have met their goals. Staff developments will be evaluated based on walkthroughs conducted by the grant coordinator, sign-in sheets and certification from developments, attendance at district in-services and exit surveys filled out by faculty and staff who have attended trainings. Through all of these factors, the grant coordinator will determine if concepts learned through staff development are being utilized in the classroom. To determine the effectiveness of aforementioned initiatives on student academic success, assessments will be monitored weekly for continuous improvement. Weekly assessments should have an average passing rate of 80% the first year, 85% the second year and 90% the third year. If these standards are not being met, the grant coordinator, steering committee and administration will have to come together to assess the effectiveness of the program and its activities.</p>		

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<p align="center">Schedule #4C—Performance Assessment and Evaluation</p>		
<p>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)</p>		
<p>Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results</p>		
<p>Every activity developed by the program will be geared toward increasing student achievement/mastery, especially in the area of math, where comparable growth has not met state standards. The campus requires and will continue to require weekly assessments given in all core areas. Reports are then created by the teachers and results are broken down by population. These reports show which groups are in greater need of help and which students are being successful. Results from the reports are shared at department meetings and will also be submitted to the grant coordinator. These reports help departments horizontally align their goals and objectives to be worked on in the classroom. Benchmark data is also disaggregated by teacher, population, objective and TEK. The disaggregation of data will be down by a data warehousing system, which will allow for more specific data to be obtained. Students who routinely score low on weekly assessments and benchmarks will be identified as "in need of intervention". There are several ways that the aforementioned data will be utilized to create a positive response to intervention. Low scoring students who would benefit from smaller class sizes will be moved to the Academy. The Academy offers students a small learning community where the student to teacher ratio is 11 to 1. These classes offer more attention from the teacher and are also conducted at a pace that is conducive to re-teaching weak objectives. About 70% of students are regrouped according to needs identified by the disaggregated data. Students can moved to smaller classes, change teachers, or be grouped according to specific objective needs closer to the administration of state assessments. These regroupings offer students every opportunity to be successful. Students who require intervention will also be required to attend tutorials, which are offered every day after school and most Saturdays before state assessments. Tutorial lessons are designed around weak TEKS to ensure that no objective go unnoticed. Lesson plans and attendance sign-ins from these tutorial sessions will be monitored by the grant coordinator to ensure that they are being effective. Based on reading and math benchmark scores, students in need will be assigned to a mentor throughout the school year. This mentor is either a member of the faculty or administration on campus. It is the job of the mentor to make certain that their mentee has every available resource and opportunity to succeed. This means that the mentor monitors student grades, benchmark scores, ensures attendance at tutorials and makes contact with the parents to keep them informed on their child's progress. This mentoring program was offered to students failing benchmarks in the 2010 school year and proved to be an effective tool. Another intervention for students in need is to allow them time to do some remedial work on a computer based program. Some students need help with basic skills that cannot be addressed during regular class time, but computer based instruction gives students an opportunity to review while allowing instruction to continue in the classroom. The need to improve comparable growth in the area of mathematics prompted a change in the curriculum of advisory classes. In the 2010 school year advisory classes adopted a math curriculum developed by the lead teacher. With help from math teachers, advisory teachers taught math lessons to reiterate what was being taught in math classes. This resource was offered to all students at the 6th Grade Campus. All of these activities will be monitored by the grant coordinator. This person will be in charge of collecting information on schedule changes, sign-in sheets, mentor logs, reports from computer based programs, weekly assessment and benchmark data, lesson plans and walkthrough observations to ensure that the needs of every student are being satisfied through the activities of the program.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108-916 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).

According to the Texas Education Agency Campus Needs Assessment, three areas of weakness contributed to the failure of the 6th Grade Campus to make comparable growth on the 2009 Math administration of the Texas Assessment of Knowledge and Skills. These areas of weakness are parental/community involvement, student achievement and quality instruction and administration. Several initiatives are being created to remedy this barrier to student academic success. The first step to increase parental involvement is to reach out to parents and inform them of school happenings, services provided by the campus, and resources available at on campus. Reaching out to parents is going to be an even bigger process next year to the combining of the sixth and seventh grade campuses. In order to contact the increased number of parents, an automated phone messaging system will be created. The goal of the campus is to send out announcements to parents whenever necessary. Reports will be printed to assess if the system is being used correctly. If the system is calling parents to inform them of events, attendance should increase at Parent Teacher Organization Meetings and other events that are held on campus for parents. A parental/community center will also be established to house all resources and information for parents. The center will have computers parents can use to check their student's grades, access infomraiton online, or use for appropriate personal use. Materials related to parenting will also be housed at this center. Parenting classes and literacy nights will also be held on campus next year. These classes will include topics about parenting as well educate parents with skills that will help them at home. Because of the automated phone messaging system and an increase in awareness for parents, all of these resources should be utilized. Reports and attendance sheets will be monitored by the grant coordinator to assess the success of these initiatives. Community members will also be encouraged to make appearances on campus. To ensure that students are aware of careers and educational requirements for jobs, community members will give presentations about their own work experiences. This will offer students a chance to hear about different careers and show them how education enables people to find better, higher paying jobs. Student achievement is also affected by school climate and academic resources. According to the Comprehensive Needs Assessment, 65% of students at school do not feel safe. Learning cannot take place if students do not feel comfortable so several initiatives will be created to help combat this statistic. A character education class will be implemented that all students must participate in. The classes will use the curriculum Character Counts, which focuses on six pillars including citizenship, fairness and caring. These classes will hopefully education students on behavior expectations and show them that they are each an important member of the school community. An emphasis will also be placed on extracurricular activities such as Student Council, G-Force (An environmental club) and the Millionaire's Club (a reading club). These activities show students that they are expected to be productive members of society and help to teach them responsibility and reinforce citizenship. Attendance in the character education classes and extracurricular activities will be monitored by attendance sheets, agendas and minutes from meetings. These activities should have a positive impact on student behavior, which means a 10% decrease in office referrals should be expected as well. The grant coordinator will also monitor these activities to ensure that they are having the expected impact. Students also began to see a shift in the academic structure on campus during the 2009-2010 school year. Block classes were created for all students in math and for students in need of intervention in reading. Because classes were longer, more hands-on activities, questions, and practice could be used in class. A new curriculum was also purchased for the math department that provides a comprehensive plan that is aligned both horizontally and vertically. The Ernest Educational Concepts' curriculum provides teachers will all resources including games, homework, vocabulary and tests. The curriculum has already begun to focus on performance based questions to prepare students for the change from the Texas Assessment of Knowledge and Skills (TAKS) test to the STAAR assessment. Advisory class time was also used to reinforce all math strategies daily. All of these activities increased math scores by 10% and reading by 5% percent on the 2010 TAKS administration. Progress will continue to be monitored by the grant coordinator to ensure that the campus does not become complacent with these scores. In addition to these academic resources, an emphasis on technology and job-embedded staff development about technology will also be a focus to improve academic success. A MacBook Pro laptop, along with educational software will be purchased for every teacher in the first year of the program. These computers will help ensure that teachers have access to the latest technology and that is easily accessible to be included in lessons. The educational software includes many content based applications that will make learning more innovative and creative. An interactive board and ceiling mounted projector will also be placed in every classroom. These boards allow for easier use and also allow the teacher to use many visuals and activities to increase learning efficacy by addressing all learning styles. Because the technology will already be in every classroom, teachers will more likely to use it than if they had to arrange to

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>108-916</u> County-District No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No. _____
Texas Title I Priority Schools Grant		
Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
<p>Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.</p> <p>Responses are limited to two pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>check it out from the library. Students will also have greater access to technology, In order to accommodate both the sixth and seventh grade students, mobile computer labs with be purchased that include a cart with twenty computers. These carts will allow teachers and students greater access to computers because currently there are a limited number of labs on campus. Computers will be used to access the new software that will be purchased with them or to use the computer based programming such as Pearson Successmaker and Study Island that is already available on campus. Learning labs that come equipped with twenty iPods will also be utilized in the classroom. Reading intervention classes will be able to record students reading, which allow for better assessment of comprehension skills and other classes will be able to use podcasts to enhance student learning. In addition to the aforementioned school clubs that focus on citizenship, a media technology club will be implemented on campus to educate students on all of the technology used in different careers. The first year of the club will focus on learning about the different technology and careers that use technology and the second year of the club will allow students to create presentations that utilize some of the technology they have learned about. They would make video presentations that could be seen throughout campus once televisions are put into every classroom, and they would also learn how to use video editing software. The grant coordinator, along with the Instructional Technologist (IT), will be in charge of ensuring that technology is being used effectively in each classroom by checking sign-out sheets and conducting walkthroughs. The IT will reinforce/reteach concepts learned during professional development. To increase teacher comprehension on how to use technology, Apple would conduct an eight day staff development on how to develop and design a "digital learning environment." This training would not only show teachers how to use equipment, but also how to integrate it seamlessly into lessons. Because there would be a plan in place on how to use technology, the effect it would have on student achievement would increase. In addition to the Apple staff development, teachers would attend other job-embedded staff development provided by SIRC, SEDL and Region One Education Service Center. These trainings would include workshops on technology, as well as departmental integration, reading comprehension skills, information on the Sheltered Instruction Observation Protocols (SIOP) model and other pertinent issues. Because over three quarters of the campus's staff has less than five years teaching experience, it is important that they be educated on different topics so instructional quality is increased in the classroom. Sign-in sheets, certificates and exit surveys will all be monitored by the grant coordinator to ensure teachers and administrators are attending staff developments. The grant coordinator will also check lesson plans and make walkthroughs to assess if skills learned from staff developments are being utilized in the classroom. All of the aforementioned initiatives are aimed at increasing student academic achievement. Therefore, the goal of the Valley View 6th Grade Campus is to see improvement in standardized test scores and local benchmark scores. Data will be disaggregated and used to drive instructional decisions to ensure that resources are being used in a way to promote academic success for all students.</p>		

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108-916 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

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	Percentage of students meeting state standards in Mathematics	TAKS	96%	98%	99%	100%
2	Percentage of students meeting state standards in Reading	TAKS	94%	96%	98%	100%
3	Percentage of students achieving commended performance in Math TAKS	TAKS	32%	37%	42%	50%
4	Percentage of students achieving commended performance in Reading TAKS	TAKS	28%	35%	40%	48%
5	Improve student achievement within Limited English Proficient students	TELPAS	Advanced Level	71%	80%	90%

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	Total number of teachers using disaggregated data to plan instruction	Lesson Plans	Not currently available	75% of Teachers Participate	90% of Teachers Participate	100% of Teachers Participate
2	Total number of teachers attending team meetings	Agendas/Sign-in Sheets	No Resource Available	75% of Teachers Participate	90% of Teachers Participate	100% of Teachers Participate
3	Total number of teachers using data warehouse to regroup students for instruction	Data Usage Reports	No Resource Available	75% of Teachers	90% of Teachers	100% of Teachers
4	Percentage of all program participants who attend professional development for data driven instructions	Agendas/Sign-in Sheets	75% of Teachers Participate	85% of Teachers Participate	95% of Teachers Participate	100% of Teachers Participate

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108-916 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	Total number of program teacher participants involved in an administrative internship	Internship Log	Not currently available	2 participants enrolled	3 participants enrolled	4 participants enrolled
2	Total number of program teacher participants enrolled in an institute of higher learning for a Master's Program	Roster	Not currently available	1 participant enrolled	2 participants enrolled	4 participants enrolled
3	Number of staff participants reporting an increase in leadership effectiveness	Surveys	75% of Teachers Participate	85% of Teachers Participate	95% of Teachers Participate	100% of Teachers Participate
4	Percentage of all program participants who attend professional development for leadership effectiveness	Agendas/Sign-in Sheets	Not currently available	90% of Department Heads attend	95% of Department Heads attend	100% of Department Heads attend
5	Percentage of all program participants in professional development for team concept	Agendas/Sign-in Sheets	Not currently available	80% of all Program participants attend	90% of all program participants attend	100% of all program participants attend

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	Percentage of students in double block classes meeting state standard in Math comparable improvement	Comparable Improvement Report	Q4	Q3	Q2	Q1
2	Percentage of students in double block classes meeting state standard in Math comparable improvement	Comparable Improvement Report	Q4	Q3	Q2	Q1
3	Percentage of students participating in double block classes	Class Lists Student Schedules PEIMS Reports	100% of Students participate in double block classes	85% of Students participate in double block classes	50% of Students participate in double block classes	0% of Students participate in double block classes

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108-916 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

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	Percent of parents participating in PTO meetings	Sign in sheets	20 Parents per Meeting	50 Parents per Meeting	100 Parents per Meeting	150 Parents per Meeting
2	Number of parent surveys completed	Completed parent surveys	70% received back	80% received back	90% received back	100% received back
3	Number of parents contacted using Automated Phone Messaging System	Phone Logs	Not currently available	50% of parents contacted	75% of parents contacted	100% of parents contacted
4	Number of parents attending Breakfast with Principal	Sign In Sheets	20 Parents per meeting	50 Parents per meeting	75 Parents per meeting	100 Parents per meeting
5	Number of parents attending Parent/Family Center	Daily Visitor's Log	Not currently available	10 Parents Daily	20 Parents Daily	30 Parents Daily

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	Number of student discipline referrals	PEIMS 425 Record	326 Referrals	Decrease number of referrals by 10%	Decrease number of referrals by 5%	Decrease number of referrals by 2%
2	Number of College Fairs Hosted	Sign in Sheets	Not currently available	One College Fairs Held	Two College Fairs Held	Two College Fairs Held
3	Number of participants in Student Council/G-Force	Membership Roster	20 students participated	30 students participating	40 student participating	50 student participating
4	Number of students participating in Millionaire Club	Membership Roster	20 students participated	50 students participating	100 students participating	150 students participating
5	Number of vandalism incidences	Work Order Log	36	25	15	0

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS)	108-916 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 Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of Teachers attending Conference for the Advancement of Mathematics Teaching	Travel Requests	Not currently available	30% math teachers attend	50% math teachers attend	100% math teachers attend
2	Number of Teachers attending Kagan Differentiated Instruction	Travel Request	Not currently available	2 per department	2 per department	1 per department
3	Number of teachers qualifying for Teacher Retention Incentive	Stipend Report	100% Retention	100% Retention	100% Retention	100% Retention
4	Number of Using Technology as a Tool for Differentiated Instruction	Lesson Plans Walk-throughs	Not currently available	50% of teachers use technology daily	75% of teachers use technology daily	100% of teachers use technology daily
5	Number of Teachers Integrating Digital Whiteboards	Lesson Plans Walk-throughs	Section on utilization of technology in lesson plan	50% of teachers use technology daily	75% of teachers use technology daily	100% of teachers use technology daily

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of Laptops provided for each teacher	Purchase Requisitions Lesson Plans Walk-throughs	Not Currently Available	50% of teachers use technology daily	75% of teachers use technology daily	100% of teachers use technology daily
2	Number of Mobile Computer Labs. Learning Labs with iPods	Purchase Requisitions Check out sheets Walk-throughs	Not currently Available	75% Labs checked out weekly	90% Labs checked out daily	100% Labs checked out weekly

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108-916 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 # 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Cultural, Linguistic, or Economic Diversity					
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others	
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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"/>	

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		108-916 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 # 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Gang-Related Activities					
#	Strategies for Gang-related Activities	Students	Teachers	Others	
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
C10	Strengthen school/parent compacts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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by telephone/e-mail/FAX on _____ by _____ of TEA.				
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 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 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 checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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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by telephone/e-mail/FAX on _____ by _____ of TEA.		

Texas Title I Priority Schools Grant

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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					
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 checked="" type="checkbox"/>	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Knowledge Regarding Program Benefits					
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others	
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Transportation to Program Activities					
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others	
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Barrier					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary					
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276			
Project Period: August 1, 2010 through June 30, 2013					
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted	
Payroll Costs	5B 6100	\$	\$	\$1,035,200.	
Professional and Contracted Services	5C 6200			217,680.	
Supplies and Materials	5D 6300			1,534,249.	
Other Operating Costs	5E 6400			763,732.	
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX			20,000.	
	Total Direct Costs			3,570,861.	
	% Indirect Costs				
Grand Total					
Total Budgeted Costs:		\$	\$	\$	\$ 3,570,861.
Administrative Cost Calculation					
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$3,570,861.	
Multiply by 5% (5% limit)				X 5%	
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 178,543.00	

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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 #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,249,802 Year 2: SY 2011-2012 \$1,249,801 Year 3: SY 2012-2013 \$1,249,801 * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
<p>There are three positions that will be created next year through the Comprehensive School Reform Program. The first position is the grant coordinator. The job of the grant coordinator is to ensure that the CSR program runs smoothly. This person will be in charge of monitoring all program initiatives and gathering all necessary data/recordkeeping to ensure said initiatives are completed on time. This person will be integral to the program's success. The next position that will be created is a secretary for the grant coordinator. Because there will be so many facets of the program to be monitored, the grant coordinator will need someone to help keep all program information organized and checked. With these two positions filled by quality personnel, the CSR program will run effectively. An Instructional Technologist (IT) will also be employed because of the vast technological resources the campus will purchase through the CSR program. The IT will be responsible for overseeing that technology is being used effectively and to reinforce strategies and concepts acquired during staff developments. A part time child care specialist will be hired as needed. This person would be available when events such as literacy nights were held on campus. Because child care would be provided, more parents would be able to attend and become a part of the campus community.</p>		

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Texas Title I Priority Schools Grant						
Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator	Monitors all grant program activities 58,000 per year	1			195,000.
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	Assists coordinator with recordkeeping \$14,000 per year	1			42,000.00
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
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:	Instructional Technologist \$ 41,000 per year	1			123,000.
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$408,000.
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$120,000.
28	6119	Professional Staff Extra-Duty Pay				406,400.
29	6121	Support Staff Extra-Duty Pay				75,000.
30	6140	Employee Benefits				55,800.
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$627,200.
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$1,035,200.

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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	
621	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$	
2	Specify purpose: _____					
626	Rental or Lease of Buildings, Space in Buildings, or Land					
9	Specify purpose and provide calculation: _____					
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)					
9	Specify purpose: _____					
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)					
9	Specify purpose: _____					
Subtotal						
6200 – Professional and Contracted Services Cost Requiring Specific Approval						
Professional and Consulting Services (6219/6239) Less than \$10,000						
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Kagan Professional Development/Participants learn how to build powerful learning teams in the classroom. Participants use the Kagan methods for team formation, teambuilding, class building, management, mastery, higher-level thinking, and social skills/Kagan			\$ 4,539.	\$	\$4,539.
2.	Comprehensive Content Academy/Provides a detailed understanding of the research based Sheltered Instruction Observation Protocols (SIOP) and opportunity to practice with indicators of effective instruction to benefit all learners, especially English Language Learners/Region One			3,200.		3,200.
3.	New Teacher Development Academy/Provides new teachers with strategies and techniques in establishing a classroom environment for optimal learning/Region One			2,400.		2,400.
4.	Conference for the Advancement of Mathematics Teaching/The workshops and sessions consist of mathematics content and pedagogy appropriate for K-12 mathematics teachers/Conference for the Advancement of Mathematics Teaching			4,200.		4,200.
5.	Integrated Language Arts and Social Studies/Research based strategies and techniques are presented utilizing narrative and expository social texts/Region One			2,400.		2,400.
6.	Integrating Math and Social Studies/This academy will provide high yield research based strategies for enhancing math skills through social studies content. Coaching will be provided to facilitate the use of the strategies in the social studies classroom. Each academy is customized to elementary or secondary instruction/Region One			1,600.		1,600.
7.	Expediting Reading Comprehension for English Language for all content/ExCell provides a comprehensive and systemic framework for developing literacy skills and improving reading in all content areas.			3,200.		3,200.
8.	Framework for working with and Understanding Adults and Children from Poverty/The focus of this session is to identify the impact of economic class differences and the affect on communication, interaction, and expectations includes resources, tips, tools and instructional intervention strategies to support low socio-economic students/Region One			1,600		1,600.
9.	Reigniting Research and Revision in Writing Instruction with Technology/This workshop allows participants to understand the power of joining technology in the prewriting, drafting, reviewing, revising and citing processes based on the revised English Language Arts TEKS. Technology tools can facilitate learning for both teachers and student/Region One			800.		800.
Professional and Consulting Services Less than \$10,000				\$		\$81,323.

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Texas Title I Priority Schools Grant					
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)					
10.	Using Flip Cameras to Support Student Mastery/The use of video is a powerful tool that allows students to reach their full learning potential. Videos provide an innovative venue to master difficult concepts/Region One	1,600.			1,600.
11.	Integrating Digital Whiteboards/Teachers become familiar with this hardware to maximizes student achievement/Region One	1,600.			1,600.
12.	Classroom Curriculum Connection/This on-site technical assistance is designed to assure alignment of intended, implemented and attained curriculum. Sequencing and Pacing will be reviewed for optimal learning. State standards and fidelity of the implementation of the curriculum will be reviewed/Region One	4,800.			4,800.
13.	Beyond ELL: Language-based Problems in Mathematics/This professional learning opportunity will focus on inadvertent and often undetected problems in mathematics instruction caused by inattention to the role of language, representation, and symbolism. These practices affect all students, particularly English language learners/Southwest Educational Development Laboratory	7,242.			7,242.
14.	Beyond Good Teaching: Recognizing Deep Mathematical Learning/This professional learning opportunity will focus on instructional leadership for mathematics by middle school administrators/Southwest Educational Development Laboratory	7,242.			7,242.
15.	Community Math Involvement/This is a process to communicate and collaborate with community partners to coordinate and host school wide interests. Discussion will focus on teacher/student collaboration during events/Region One	800.			800.
16.	Developing Leadership Capacity Through Leadership Behaviors/This session will lead participants through a variety of hands-on activities to address setting priorities, consistency, coaching, collecting and analyzing data, modeling, planning, and influencing the school climate to increase student success/School Improvement Resource Center	2,400.			2,400.
17.	Creating a Climate of High Expectations for Student Learning/The focus of this planning guide is to provide suggestions for supporting a positive change in the school culture and climate/School Improvement Resource Center	1,600.			1,600.
18.	Campus Management & Classroom Discipline/The purpose of this planning guide is to provide suggestions for supporting the establishment of a learning-focused campus community so that schools may make Adequate Yearly Progress (AYP), ensuring that all students achieve academic proficiency as required by the No Child Left Behind (NCLB) Act/School Improvement Resource Center	1,600.			1,600.
19.	Parental Involvement/The focus is to make all staff aware of parents' involvement in the development, implementation, and evaluation of the Campus Improvement Plan, and one critical requirement is parent education which strengthens the home-school bond. Parent involvement must consist of meaningful communication involving student academic learning and other school activities/School Improvement Resource Center	1,600.			1,600.
20.	Improving Campus Planning/The requirements for campus improvement plans are presented here so that both the district and a campus can develop a CIP targeted to specific data-based needs and school environment circumstances/School Improvement Resource Center	1,600.			1,600.
21.	Skill Check & Benchmarking Processes/The focus of this planning guide is to explain how districts, campuses, and classroom teachers can structure an instructional assessment system to "benchmark" the progress of students and tailor instruction for academic success/School Improvement Resource Center	1,600.			1,600.
Professional and Consulting Services Less than \$10,000			\$		\$81,323.

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Texas Title I Priority Schools Grant					
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)					
22.	Key Systems to Support Effective Instruction/The focus of this Principal Planning Guide is to identify and provide initial guiding questions surrounding curriculum aligned to the Texas Essential Knowledge and Skills (TEKS), professional development focused on effective instruction, and the use of data to improve student learning and support effective instruction/School Improvement Resource Center	3,200.			3,200.
23.	Key Systems to Support Mathematics/ The focus of this Principal Planning Guide is to identify and provide initial guiding questions surrounding state evaluated academic achievement in Mathematics of seven specific student populations: All students, African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient (LEP)/School Improvement Resource Center	3,200.			3,200.
24.	Key Systems to Support English Language Arts/The focus of this Principal Planning Guide is to identify and provide initial guiding questions surrounding state evaluated academic achievement in English Language Arts of seven specific student populations: All students, African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient (LEP)/School Improvement Resource Center	3,200.			3,200.
25.	English Language Learners (ELL) Limited English Proficient Students/The focus of this planning guide is to help districts and campuses ensure ELLs meet and/or exceed the on-grade level accountability standards/School Improvement Resource Center	1,600.			1,600.
26.	Special Education/The focus of this planning guide is to help districts and campuses ensure Special Education students meet and/or exceed the on-grade level accountability standards/School Improvement Resource Center	1,600.			1,600.
27.	Decision Making Process for Accommodations to Support Students in the General Classroom/The focus of this planning guide is to provide suggestions for examining and developing leadership capacity in the principal as well as in the staff who carry out the vision and mission of the campus/Region One	800.			800.
28.	Day Professional Development/This workshop explores the support educators need to address the challenges of successful infusion of technology across the curriculum. Participants examine the influence of factors such as timetabling, curricula development, ongoing teacher professional development, instructional technology support, and assessment and evaluation strategies within a 21st century curriculum/Apple	9,300.			9,300.
29.	Planning and Implementing a Family Literacy Event/This training provides assistance in implementing a family literacy event including preparing a budget, inviting authors/presenters, and preparing students/Region One	800.			800.
Subtotal					
Professional and Consulting Services Less than \$10,000			\$		\$81,323.

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000				
1. Description of Professional or Consulting Service (Topic/Purpose/Service): Capturing Kids Hearts/Creating such an environment is a tremendous challenge. <i>Capturing Kids' Hearts</i> is a <i>character education and violence prevention program</i> that provides tools for administrators, faculty and staff to build positive, productive, trusting relationships – among themselves and with their students/Flippen Group				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: Capturing Kids Hearts by Flippen Group				
Subgrants, Subcontracts, Subcontracted Services		19,000.		19,000.
Supplies and Materials		4,000.		4,000.
Other Operating Costs		1,800.		1,800.
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$24,800.	\$	\$ 24,800.
2. Description of Professional or Consulting Service (Topic/Purpose/Service): What Does It Mean to Teach Reading Explicitly/This interactive, hands-on seminar teaches the process of explicit instruction by using the five components of reading as examples. Participants will understand "the what," "the why," "the when," and "the how" of explicit instruction as they are provided ample modeling and practice through the concepts, sequences, and lesson components for explicit instruction/Southwest Educational Development Laboratory				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: What Does It Mean to Teach Reading Explicitly				
Subgrants, Subcontracts, Subcontracted Services		12,538.		12,538.
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$12,538.	\$	\$12,538.
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Active Learning with Technology/Educators use proven methods and the latest trends in technology, educators will discover, explore, and immerse themselves in the creation and use of technology tools. Using the power of Web 2.0 applications, social networking, multimedia tools, and their own creativity, educators will begin to chart the path of the next phase of the technology revolution/Southwest Educational Development Laboratory				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: Active Learning with Technology				
Subgrants, Subcontracts, Subcontracted Services		\$14,496.		\$14,496.
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$14,496.	\$	\$14,496.

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108-916 County-District No. _____ Amendment No.		
Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000				
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Adolescent Literacy: How to Access and Comprehend Text/This development will focus on helping teachers see their roles not as teachers of reading, but as teachers of how to access information from the different kinds of text/Southwest Educational Development Laboratory				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: Adolescent Literacy: How to Access and Comprehend Text				
Subgrants, Subcontracts, Subcontracted Services		\$12,538.		\$12,538.
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$12,538.	\$	\$12,538.
5. Description of Professional or Consulting Service (Topic/Purpose/Service): Professional Learning Communities/The PLC Academy gives educators the ability to create an action plan to implement effective PLCs in their schools and districts. Each session progressively builds upon the other, which necessitates attendance at all three sessions by the same people/Southwest Educational Development Laboratory				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: Professional Learning Communities				
Subgrants, Subcontracts, Subcontracted Services		\$18,489.		18,489.
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$18,489.	\$	\$18,489.
6. Description of Professional or Consulting Service (Topic/Purpose/Service): Day Designing and Developing a Digital Learning Environment/These APD workshops help teachers apply their classroom digital resources more effectively to enhance teaching and learning. Teachers infuse their own projects and lessons with digital tools for research, collaboration, communication and content creation/Apple				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$18,000.
Title: Day Designing and Developing a Digital Learning Environment				
Subgrants, Subcontracts, Subcontracted Services		\$18,000.		\$18,000.
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$18,000.	\$	\$18,000.
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				\$81,323.
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				\$100,861.
Remaining 6200- Professional and Contracted Services that do not require specific approval:				\$35,496.
Grand Total:				\$217,680.

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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 #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description					Pre-Award	Total Budgeted
6399	Technology Hardware- Not Capitalized				\$	\$1,184,249.
	#	Type	Purpose	Quantity		
	1	Interactive Board with Projectors	Create high interest lessons for students	30		
	2	Computer Laptops	Portable computers make technology more accessible	30		
	3	Portable Touch-screen Internet devices	To access specific content application in content	10		
	4	Mobile Computer Labs	To increase access to computer based programs	8		
	5	Video Cameras	For Media Technology Club and extracurricular activities	2		
	6	Flip Cameras	Students will participate in lessons involving technology	50		
	7	Presentation Remotes	Students participate in interactive lessons using technology	50		
	8	Security Cameras	Ensure safety and security for faculty, staff and students	64		
	9	Document Readers	Facilitate lessons to students	30		
	10	Parent Call-Out System	Increase parent contact and awareness of events	1		
	11	Televisions	To present programs produced by the media technology club	47		
	12	Television Wall Mounts	To mount televisions in classrooms	47		
	13	Desktop Computers	For Parent/Community Center	10		
	14	Learning Labs of Portable Media Devices	Students gain access to media in and out of the classroom	6		
15	Computer Desks	For Parent/Community Center	5			
16	High Definition Video Camera	To record broadcast for the Media Technology	1			
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						1,184,249.
Remaining 6300- Supplies and Materials that do not require specific approval:						350,000.
Grand Total					\$	\$1,534,249.

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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) Specify purpose: _____			\$	\$ 24,000.
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose: _____				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: _____				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
Total 64XX- Operating Costs Requiring specific approval:					
Remaining 6400 - Other Operating Costs that do not require specific approval:					739,732.
Grand Total				\$	\$763,732.

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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	2010 Ford Econoline Wagon E-350				20,000.
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					\$20,000.

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-916</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**108-916

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>108-916</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>108-916</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: Unfair Business Practices:** By signing this Contract, Contractor, if other than a state agency, certifies that Contractor, within the preceding 12 months, has not been found guilty, in a judicial or state agency administrative proceeding, of unfair business practices. Contractor, if other than a state agency, also certifies that no officer of its company has, within the preceding 12 months, served as an officer in another company which has been found, in a judicial or state agency administrative proceeding, to be guilty of unfair business practices.

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108-916</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**108-916

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**108-916

County-District No.

Texas Title I Priority Schools Grant

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-916</u> 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.
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SCHEDULE #6 B

Certification Regarding Debarment,
Suspension, Ineligibility and
Voluntary Exclusion—Lower Tier
Covered Transactions

TEXAS EDUCATION AGENCY**Standard Application System**

School Years 2010-2013

108-916

County-District No.

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

108-916

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>108-916</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D -

Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY**Standard Application System****School Years 2010-2013**108-916

County-District No.

Texas Title I Priority Schools Grant

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

Federal Program:

Name:

1. Type of Federal Action☐

- a. Contract
b. Grant

2. Status of Federal Action:☐

- a. Bid/Offer/Application
b. Initial award
c. Post-award

3. Report Type:☐

- a. Initial filing
b. Material change

For Material Change Only:

Year: _____

Quarter: _____

Date of last Report: _____

4. Name and Address of Reporting Entity:☐

Subawardee

Tier (if known): _____

Congressional District (if known): _____

5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Congressional District (if known): 21

6. Federal Department/Agency:**7. Federal Program Name/Description:**

CFDA Number, if applicable: _____

8. Federal Action Number, if known:**9. Award Amount, if known:**
\$ _____**10. a. Name and Address of Lobbying Registrant**
(if individual, last name, first name, MI):**10. b. Individuals Performing Services** (including address if different from No. 10a; last name, first name, MI):

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

Signature: _____

Name: _____

Title: _____

Telephone# _____

:

Date: _____

Federal Use Only:

Standard Form LLL

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;"> <u>108-916</u> County-District No. </div>
Texas Title I Priority Schools Grant		

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

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

SCHEDULE #6E – cont.
NCLB ACT PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY
Standard Application System
School Years 2010-2013

108-916
County-District No.

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

108-916
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

108-916
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

108-916
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>108-916</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**108-916

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	 <u>108-916</u> County-District No.
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>108-916</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	108-916 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**108-916

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 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**108-916

County-District No.

Texas Title I Priority Schools Grant

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>108-916</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;"> 108-916 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>108-916</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>108-916</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	<div style="text-align: right;"> 108-916 County-District No. </div>
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 #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**108-916

County-District No.

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