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| 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 | Snyder ISD Organization Name | 208902 County-District# |
| | | Snyder Elementary Campus Name | 108 Campus Number |
| | | 75-600-246-1 9-Digit Vendor ID# | 14 ESC Region |
| | | NOGA ID# (Assigned by TEA) | Amendment # |

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☐

Part 1: Index to the Application

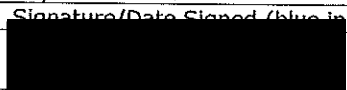
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

| Sch No. | Schedule Name | Application | |
|---------|---|--------------------------|--------------------------|
| | | New | Amend |
| 1 | General Information | X | X |
| 3 | Purpose of Amendment | NA | <input type="checkbox"/> |
| 4 | Program Requirements | X | <input type="checkbox"/> |
| 4A | Program Abstract | X | <input type="checkbox"/> |
| 4B | Program Description | X | <input type="checkbox"/> |
| 4C | Performance Assessment and Evaluation | X | <input type="checkbox"/> |
| 4D | Equitable Access and Participation | X | <input type="checkbox"/> |
| 5 | Program Budget Summary | X | X |
| 5B | Payroll Costs 6100 | X | <input type="checkbox"/> |
| 5C | Professional and Contracted Services 6200 | X | <input type="checkbox"/> |
| 5D | Supplies and Materials 6300 | X | <input type="checkbox"/> |
| 5E | Other Operating Costs 6400 | X | <input type="checkbox"/> |
| 5G | Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) | X | <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 |
| Mark | E. | Eads | Superintendent |
| Phone | Fax | Email | Signature/Date Signed (blue ink preferred) |
| 325-573-5401 | 325-573-9025 | meads@snyder.esc14.net |  May 28, 2010 |

Only the legally responsible party may sign this application.

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

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

TEA DOCUMENT CONTROL

701-10-112-069

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

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| Texas Title I Priority Schools Grant Schedule #1—General Information | | |
| Part 3: Applicant Information | | |
| Local Educational Agency (LEA) Information | | |
| LEA Name Snyder Independent School District | | |
| Mailing Address Line - 1 2901 37 th Street | Mailing Address Line - 2 | City Snyder |
| U.S. Congressional District Number Tx-011 | Primary DUNS Number 102490299 | State Tx |
| | Central Contractor Registration (CCR) CAGE Code 5EXMO | Zip Code 79549 |
| Campus Name Snyder Elementary | | County-District Campus Number 208902108 |
| Mailing Address Line - 1 3601 El Paso | Mailing Address Line - 2 | City Snyder |
| | | State Tx |
| | | Zip Code 79549 |
| Applicant Contacts | | |
| Primary Contact | | |
| First Name Mary Ann | Initial | Last Name Juarez |
| Telephone 325-574-8971 | Fax 325-574-6071 | Title Grant Manager |
| | Email majarez@snyder.esc14.net | |
| Mailing Address Line - 1 2901 37 th Street | Mailing Address Line - 2 | City Snyder |
| | | State Tx |
| | | Zip Code 79549 |
| Secondary Contact | | |
| First Name Karen | Initial | Last Name Saunders |
| Telephone 325-574-8600 | Fax 325-573-0342 | Title Principal |
| | E-mail ksaunders@snyder.esc14.net | |
| Mailing Address Line - 1 3601 El Paso | Mailing Address Line - 2 | City Snyder |
| | | State Tx |
| | | Zip Code 79549 |

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| Texas Title I Priority Schools Grant | | |
| Schedule #4—Program Summary and Application Requirements | | |
| Part 1: Grant Program Information; | | |
| Summary of Program: Purpose and Goals | | |
| <p>School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.</p> <p>Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").</p> <p>In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.</p> | | |
| Allowable Activities | | |
| Tier I and Tier II Grantees <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. | | |
| Tier III Grantees <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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| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described | |
| 14 | Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds. | Program Assurances | |
| 15 | Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements. | Program Assurances | |
| 16 | Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements. | Program Assurances | |
| 17 | <p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 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; Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. 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 turnaround school; 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; 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; 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; 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; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services and supports for students. | Program Assurances | |

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| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described | |
| 18 | If the LEA/campus selects to implement the 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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| # | 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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| # | Requirement Description – Federal Statutory Requirements | Primary Component Where Described | |
| 23 | <p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. | Program Assurances | |
| 24 | <p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. | Program Assurances | |

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

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| 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 | | | | | | | | | | | | |
| <input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus | | | | | | | | | | | | |
| Identify which timeline the LEA/Campus the applicant will implement. | | | | | | | | | | | | |
| <input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance | | | | | | | | | | | | |
| Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana). | | | | | | | | | | | | |
| <p>In 2004, when the Snyder community voted to pass a bond to build a new elementary school, an aggressive reform began. Four elementary schools, several in dilapidated areas, were torn down and three year later, in 2007, a new campus rose from the ground of an old school. The new <u>Snyder Elementary is one of the largest elementary schools in the state of Texas.</u> It is the home campus to more than 1,220 K-5th grade students. It opened its doors in the fall of 2007. Demographics include 55.98% Hispanic, 39.10 White, 4.02% Black, 0.33% Asian/Pacific Island and .57% Am. Indian/Alaskan. Approximately 62% are economically disadvantaged. During this transformation process, a new school principal, coming to our district from a TAKS exemplary school, was hired to lead the school through a transformation process that would lead our students toward achieving higher academic standards. In the best interests of the students, the school principal reassigned grade level teachers and hired and/or reassigned more than 40% teaching staff. This transformation process continues as we move forward toward achieving academic success for all our k – 5 grade students. TAKS scores fluctuate from year to year and it is the school's objective to narrow the gap between subgroups by 10% annually (please see TAKS scores on page 49), and improve our Texas Elementary school ranking as listed below.</p> <p>Texas Elementary Schools Rankings (schooldigger.com) show Snyder Elementary to be below those schools of similar size and demographics. Comparative rankings from the October 2008 Snapshot show Snyder Elementary ranked by student performance at:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">3RD GRADE READING 3508 OUT OF 4034 (bottom 13%)</td> <td style="width: 50%;">MATH 3677 OUT OF 4033 (bottom 9%)</td> </tr> <tr> <td>4TH GRADE READING 2714 OUT OF 4006 (bottom 32%)</td> <td>MATH 3539 OUT OF 4006 (bottom 12%)</td> </tr> <tr> <td></td> <td>WRITING 3148 OUT OF 4003 (bottom 21%)</td> </tr> <tr> <td>5TH GRADE READING 2448 OUT OF 3724 (bottom 34%)</td> <td>MATH 2620 OUT OF 3727 (bottom 30%)</td> </tr> <tr> <td>SCIENCE 2836 OUT OF 3725 (bottom 24%)</td> <td></td> </tr> </table> <p>GOAL: It is the goal of Snyder Elementary to develop the whole child and show academic and behavioral progress across every demographic group. The transformation process has included principals, administrators, teachers and parents coming together to agree on an action plan for the school, with both social and academic components. Teachers, principals and parents make decisions collaboratively. If funded through TTIPS for the Tier III Modified Transformation model, Snyder Elementary will set up a network of teams to manage the school and to deal with various facets of the social and academic needs of the school. Many students enter school underdeveloped, lacking the personal, social and moral traits necessary for academic and life success. Many teachers lack adequate knowledge of child development or an understanding of their students' home lives and culture, leaving them unprepared to deal appropriately with these children and their families to effectively foster their learning.</p> <p>Rationale: The TTIPS Tier III Transformation Model will guide the school to set up a network of teams to manage the school and to deal with various facets of the social and academic needs of the entire school community. It is our purpose to create systemic change that positively impacts student learning over time.</p> | | | 3 RD GRADE READING 3508 OUT OF 4034 (bottom 13%) | MATH 3677 OUT OF 4033 (bottom 9%) | 4 TH GRADE READING 2714 OUT OF 4006 (bottom 32%) | MATH 3539 OUT OF 4006 (bottom 12%) | | WRITING 3148 OUT OF 4003 (bottom 21%) | 5 TH GRADE READING 2448 OUT OF 3724 (bottom 34%) | MATH 2620 OUT OF 3727 (bottom 30%) | SCIENCE 2836 OUT OF 3725 (bottom 24%) | |
| 3 RD GRADE READING 3508 OUT OF 4034 (bottom 13%) | MATH 3677 OUT OF 4033 (bottom 9%) | | | | | | | | | | | |
| 4 TH GRADE READING 2714 OUT OF 4006 (bottom 32%) | MATH 3539 OUT OF 4006 (bottom 12%) | | | | | | | | | | | |
| | WRITING 3148 OUT OF 4003 (bottom 21%) | | | | | | | | | | | |
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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 | | 223 | 195 | 205 | 190 | 214 | 193 | | | | | | | | 1220 |
| Open-Enrollment Charter School | | | | | | | | | | | | | | | 0 |
| Total Students: | 0 | 223 | 195 | 205 | 190 | 214 | 193 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1220 |
| Total Instructional Staff | | | | | | | | | | | | | | 83 | |
| Total Support Staff | | | | | | | | | | | | | | 31 | |
| Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process | | | | | | | | | | | | | | | |
| 1 | Student and Program Achievement: Analysis of standardized tests, TAKS, TPRI, achievement comparison for subgroups, classroom testing, promotion/retention rates, screening data, special programs, report cards, summarized assessment results by grade levels and/or programs (e.g., after-school tutoring, summer school), bench mark tests, locally created K – 2 math benchmark. Analysis reports of student data achievement and needs, computer generated prescriptions in math in reading for accelerated instruction. | | | | | | | | | | | | | | |
| 2 | Curriculum & Instruction: Review of teacher's familiarity with & use of C-Scope's curriculum scope and sequence, administrator reports results and uses such results for vertical/horizontal alignment –used to enhance staff development as needed. Campus annual needs assessment by core curricular subjects, short comings and reasons for, action plan needed, training and resources for plan. Technology assessment- availability, frequency of use at each grade level and how it's integrated with curriculum and instruction. Educational excursions (analysis of linkage of field trips to the educational process for the purpose of instructional intent). | | | | | | | | | | | | | | |
| 3 | School Organization and Management: Administrative Leadership -Analyses of ongoing professional learning communities' meetings, agendas, memos, etc.; List of school committees, responsibilities, activity; List of options for staff and parent input in decision making; Schedule of classroom observations and feedback samples and annual needs assessment. Professional Development - Evaluation of professional development plan and summary of participation levels; List of professional subscriptions to school's library; List of "voluntary" & "required" professional development options. School Personnel Issues -List of general (across staff) concerns and resultant professional development to address; Strategies and practices available to provide direct help to teachers with difficulties; Summary of staff reflections regarding usefulness of teacher evaluation process and professional development opportunities. | | | | | | | | | | | | | | |
| 4 | School Climate: Mobility rate during school year - where students come from & go to; Review effectiveness of transition activities and other specific ways student belonging is fostered; Monitor grade-level & schoolwide patterns: Recognition events for staff and students, Citizenship programs and efforts; Analysis of student behavior: Number and percent of referrals by grade level; Identified "high risk" behaviors; Attendance and punctuality data; Suspension/expulsion rate; Analysis of school discipline policy and how it is applied in classrooms; Summaries of staff & student "school attitude" (surveys) and the NCLB comprehensive needs assessment. | | | | | | | | | | | | | | |
| 5 | Family and Community Involvement: List of types & numbers of parent involvement events/options for last 2 years; Analysis of Parent and Community Involvement Needs Assessment of grade-level and schoolwide patterns for percentage of parents who participated in various parent involvement events; Types of information disseminated to parents (number and frequency); Summary data on parent volunteers (numbers, percentages, activities); List topics & frequency of parent training re: Parenting issues; Support for learning at home; Parents' evaluations of any training sessions List specific input from parents and students regarding school decisions during past 3 years Summary of PTA meetings and activities during past 3 years (numbers, percentages and results); Analysis of effectiveness of home-school communication tools; List of community speakers in the classroom & their purposes for last 3 years; Types and purposes of school involvement with local businesses & community organizations. | | | | | | | | | | | | | | |

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| <p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p> | | |
| <p>Part 1: Comprehensive Needs Assessment Cont.</p> | | |
| <p>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).</p> | | |
| <p>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</p> | | |
| <p>Students are diverse in their needs and interests. To assure that all students have the opportunity to reach their potential, every effort must be made to meet these unique needs and foster individual interests. Snyder ISD and Snyder Elementary recognize that children learn and master knowledge and skills at different rates and through differentiated instructional strategies as they progress through school. Through partnerships with the teachers and staff, the parents, and the students, it is our goal to help every child learn the knowledge and skills essential for success in school and life. It is the goal of Snyder ISD and Snyder Elementary to convince educators, parents and community members as to why the school needs to change. Snyder Elementary will take the following steps to identify the needs of the campus in an effort to finding each and every student's talents and academic success. Snyder Elementary will enhance its needs assessment procedures to become more in-depth and complex; to be a better and active tool to evaluate schoolwide and student achievement. Snyder Elementary will review the NCLB campus profile's baseline information and make comparisons to identify statements of need in respective areas, determine what additional data needs to be collected and analyzed to make further decisions for continuous improvement. Decisions will be based on but not limited to the following:</p> <ul style="list-style-type: none"> • Use three starting points: 1) Self assessments 2) research and 3) data • Engage entire campus staff (professional and para-professional) in prioritizing needs • Create two positions for data analysts (one for grades k -2 = 620 students, one for grades 3 - 5 = 600 students) who will gather information from all data sources to be reviewed to develop a comprehensive needs assessment. • Create grade level (k-5) teaching teams who will meet each month to solve academic problems using data to help make informed decisions. • Create a TTIPS Decision Making Team, consisting of district and campus administrators, teachers, support staff (including cafeteria and custodial staff), parents and individuals from the community who will implement a Self-Assessment and Planning Tool to help develop an action plan to improve academic programs and policies. The team will then take this information and research to make decisions on broad and specific best practices that will be assigned costs to create a template for a "Best Practices Elementary School." • Use measurable goals to determine if real progress is taking place. • Create a survey (school climate) to be taken by all campus staff, giving opportunities to elaborate on their responses to the questions posed. This data-driven approach will give us a better understanding of our current environment than relying solely on anecdotes. • Identify strengths, weaknesses, opportunities and threats • Define barriers that keep students from reaching academic success <p>Snyder ISD has analyzed the needs of Snyder Elementary (TTIPS Tier III campus) and selected an intervention model for the school that will ensure student achievement both academically and behaviorally.</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 | Campus/district administrators | | |
| 2 | Campus teams – curriculum and other areas (one teacher from each grade level in each core curricula area, parent involvement, technology integration, calendar committee) | | |
| 3 | Data Analysts | | |
| 4 | Teachers | | |
| 5 | Support staff | | |
| 6 | Students | | |
| 7 | Parents | | |
| 8 | Community | | |
| 9 | Site Based Decision Making Committee | | |
| 10 | Care Teams (Response To Intervention Teams) | | |

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

Part 2: Project Management

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

Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.

Snyder ISD has successfully implemented numerous grant programs, all in collaboration with other programs in the district and various community resources.

Snyder ISD has the capacity to make the difference between student success and failure by:

- Helping Snyder Elementary build leadership, trust, ownership and a shared vision of change among school staff;
- Effectively mobilize district resources to support school change;
- Use data to drive reform in assessing school performance, selecting improvement strategies that meet the school's particular needs, setting high goals, creating strategic plans for improvement and measuring progress so that the process of change becomes a cycle of continuous improvement;
- Promote parental involvement and community support by developing partnerships to bolster reform efforts;
- Stimulate innovation and change by creating high-performance incentives for staff

Snyder ISD will 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 by establishing the following goals:

Goal I: Establish Operational Best Practices

- a) Creation of an Executive Training and Coaching Program
- b) Financial Resource Development
- c) In-Depth Financial and Governance Overview

Goal II: Pool Purchasing Power to Save Significant Operational Costs

- a) Solicit Bids for Group Purchasing in Significant Expense Areas
- b) Sponsor Mandatory Trainings for all Schools

Goal III: Create a "Buzz" in the Community About School Transformation Model

Goal IV: Increase Financial Resources for the Transformation Model

- a) Assist school in obtaining additional funds as needed
- b) Identify Independent Foundations or Funding Sources Available

Critical attributes for the school transformation will include:

- Clear academic standards and aligned assessments of student performance.
- A professional development program that helps teachers improve classroom practices and student achievement.
- Decentralized authority for making decisions about curriculum, instruction, staffing and resource allocations.
- Sustained investments in strategies for school improvement.
- A public outreach strategy that engages schools, students and the community around the performance of the school and district, builds awareness of the need for high-performing schools and generates support for schools.

Snyder ISD ensures that it will restructure district resources to support the aforementioned critical attributes.

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| Part 2: Project Management Cont. | | |
| Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model. | | |
| <p>The school, the family, and the community are three major contexts in which students live and grow. These overlapping spheres of influence are extremely important because they directly affect children's learning and development. Snyder ISD works together with families and the community as partners who share responsibility for the education of all students. This joint effort contributes to improved outcomes for children. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students. Our partnership approach gives families and community members a greater opportunity to participate in the wide range of school involvement activities, but it also gives them a voice in the school's decision-making process as well as real roles and responsibilities in school-improvement efforts.</p> | | |
| <p>Snyder ISD consulted with stakeholders in a variety of ways to discuss the implementation of the Tier III Transformation Model. Snyder ISD needs active orchestration and coordination from all relevant stakeholders to ensure successful implementation of the intervention model. Those include but are not limited to:</p> | | |
| <ul style="list-style-type: none"> • surveying as many stakeholders as possible; • providing opportunities for one on one meetings • organizing focus group consultations with a small team of stakeholders • campus site based decision making committee meetings • Member on TTIPS committee | | |
| <p>Surveys (both paper and online) are cost efficient and provide quantitative information. One-on-one meetings build personal relationships and provide deep, quality and detailed data from each group of stakeholders. Similarly, focus group consultations bring together people, often from the same representative group (e.g. parents) to present the point of view of a particular category of stakeholders and provide qualitative data. All of the data provided from a wide cross section of stakeholders feeds into the strategic planning and thinking of the school, and increases the chances of accessing quality data for quality decision making.</p> | | |
| <p>Comprehensive improvement plans take several years to implement and demonstrate improvement in the targeted areas. Snyder ISD began this plan in 2007-2008 when the new Snyder Elementary school opened its doors for instruction. Funding from the TTIPS grant will provide the opportunity for ongoing identification of effective practices and/or actions that should be continued and, ineffective practices and/or actions that should be revised or eliminated. The school improvement process will provide Snyder Elementary with a framework for problem solving to target the school improvement efforts best suited for the school and help external facilitators, administrators, teachers, parents, and community members to participate in a continuous improvement cycle that identifies potential barriers and develop ways to move the school from where it is now to an environment in which all students can achieve to their highest potential.</p> | | |
| <p>The Snyder ISD three phase cycle for school improvement in collaboration with relevant stakeholders includes:</p> | | |
| <ol style="list-style-type: none"> 1. The planning phase includes an inquiry process and master plan design; 2. The implementation/monitoring phase includes ongoing monitoring of implementation and of the impact on student learning and achievement; 3. The evaluation phase examines the effectiveness of the school improvement plan. Once the plan has been developed, implemented, monitored, and evaluated, the phases are repeated, becoming a continuous improvement cycle in which the school regularly monitors and reviews the school improvement plan as needed. | | |

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| Part 2: Project Management Cont. | | |
| Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| 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>Snyder ISD will assist Snyder elementary to transform the school from an emphasis on remediation to an emphasis on acceleration. Snyder Elementary has been involved in an aggressive transformation of the school culture where governance and operations are built around the following principals:</p> <ol style="list-style-type: none"> 1) Develop and increase teacher and school leader effectiveness 2) Comprehensive instructional reform strategies. 3) Increase learning time and creating community-oriented schools. <p>Snyder Elementary will link to others in the district and connect the school's goals to the broader and deeper mission of providing high-quality learning for all students. Snyder Elementary will consider equity issues when developing and implementing change initiatives – keeping in mind whether the proposed program will improve access to higher-order learning tasks for at-risk students. For our school improvement effort to be successful, teachers, parents, community and business partners, administrators, and students must share leadership functions. Likewise, the principal's role has been changing from that of a top-down supervisor to a facilitator, architect, steward, instructional leader, coach, and strategic teacher. Leading successful change and improvement involves developing and managing six critical components of schooling: (1) a clear, strong, and collectively held educational vision and institutional mission; (2) a strong, committed professional community within the school; (3) learning environments that promote high standards for student achievement; (4) sustained professional development to improve learning; (5) successful partnerships with parents, health and human service agencies, businesses, universities, and other community organizations; and (6) a systematic planning and implementation process for instituting needed changes.</p> <p>District and campus leaders will create a shared vision and mission for school improvement to coordinate various change efforts so that they work together toward similar objectives rather than against one another, and to ensure that these efforts reach for the common goal of improved learning for all students. District and campus leaders will address the problems of resources (time, money, and support), the need to train and retain knowledgeable and motivated personnel, and the challenge posed by the shifting goals of the central office, the state, and the local community. They must learn to overcome barriers and cope with the chaos that naturally exists during the complex process of change... establishing a clear educational vision and a shared institutional mission, knowing how well the school is accomplishing that mission, identifying areas for improvement, developing plans to change educational activities and programs, and implementing those plans or new programs effectively.</p> <p>The six essential foundations necessary to support our school improvement efforts include: (a) Governance Structure; (b) Decision-making Process; (c) Teacher Collaboration; (d) Team Building; (e) Communication; and (f) Managing Change. This process will provide Snyder Elementary with the means to meet the accountability requirements that were established both by the passage of the No Child Left Behind Act of 2001 (NCLB) and Senate Bill 1 (SB 1).</p> | | |

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| 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>Snyder ISD/Snyder Elementary uses a number of different methods for identifying resources, including resource mapping. Resource mapping is a process for identifying and aligning all resources by which a community's (home, school and community) capabilities and capacities are utilized to build a system. Using resource mapping will allow Snyder ISD/Snyder Elementary to better serve students' academic needs. Resource mapping is a tool that we have used to build relationships among various community agencies, organizations, businesses, and people at the local, state, and federal levels. It also helps foster relationships between our school and community service agencies by focusing on the strengths rather than the deficits of the community, and thus, building its capacity.</p> <p>The TTIPS Decision Making Team will serve as the Learning Support Resource Team (LSRT). The LSRT will take responsibility for enhancing use of all resources available to the school for addressing barriers to student learning and promoting healthy development. This includes analyzing how existing resources are deployed and clarifying how they can be used to build a comprehensive, multifaceted and cohesive approach. It also integrally involves the community with a view to integrating human and financial resources from public and private sectors to ensure that all students have an equal opportunity to succeed at school.</p> <p>The LSRT functions will include but are not limited to:</p> <ul style="list-style-type: none"> • Aggregating data across students and from teachers to analyze school needs • Mapping and analyzing resources at school and in the community • Identifying the most pressing program development needs at the school • Coordinating and integrating school resources & connecting with community resources • Establishing priorities for, facilitating and strengthening programs and developing new ones • Recommending how resources should be deployed and redeployed • Social marketing <p>Snyder ISD/Snyder Elementary will use funds to supplement other non-federal funded programs.</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 assigned project manager has seventeen years experience of successfully executing various grant programs in the Snyder ISD. She holds a Bachelor of Science Degree in interdisciplinary studies and is a certified manager for program improvement. The grant manager will have the task of ensuring that program staff has the latitude to accomplish the goals and objectives as stated in the grant application and that every funding obligation is met within the perimeters of the TTIPS grant. The grant manager will create a program file that contains all major program actions from the grant award to its closing. Program file will include: 1) Executed grant agreement, to include budget; 2) Grant budget process, including monthly budget summaries; 3) Correspondence from the funding source (NOGA, emails, other); 4) Financial reports; 5) Program progress reports; 6) Project closeout documentation.</p> <p>The grant manager will study the terms and conditions of the grant award and compare to the approved grant application. The grant manager will hold a project initiation briefing with all the staff responsible for carrying out the scope and activities of the grant and ensure that everyone understands the essential terms and conditions of the grant as well as their own responsibilities.</p> <p>Other duties of the grant manager will include, but not limited to:</p> <ul style="list-style-type: none"> • Develop a Task Management Plan: Have a reasonable plan of action for carrying out each approved activity. Having a revised work plan in place will help with project monitoring and quality control. • Establish a system with grant compliance management: Work closely with the district's chief financial officer; develop a written checklist of program guidelines • Maintain a good financial management system • Maintain a sound purchasing system • Follow necessary personnel practices • Follow sound, security, health and safety procedures • Establish an audit management and resolution process • Follow sound ethical principals • Establish a system of quality review and control: create performance measures pertaining to project management and activity completion | | |

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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>Snyder ISD will designate a staff member (TTIPS Program Director) to serve as a support to Snyder Elementary while it undertakes the transformation process. The responsibilities of this person (TBD) will include: oversight of the transformation process, ensuring responsiveness of LEA offices to the transformation efforts, providing a direct line of communication to the superintendent and other critical LEA level-leaders, assist in eliminating any LEA-level barriers that may hinder the transformation process, and serve as a resource and mentor to the administrator and campus. In addition, this person will attend all meetings/professional development sessions throughout the duration of the model.</p> | | |
| Characteristics of Snyder ISD/Snyder Elementary TTIPS Program Director will include but are not limited to: | | |
| <ul style="list-style-type: none"> • Invested <ul style="list-style-type: none"> ➤ Views this role as an integral part of his/her responsibilities ➤ Feels responsible for the success of the transformation process ➤ Supports all components of the transformation process • Has a direct line of contact with the superintendent • Has authority to influence central office departmental procedures • Has experience as a building principal • Views self as a positive change agent • Effective communication skills | | |
| Roles and Responsibilities of the Snyder ISD/Snyder Elementary TTIPS Program Director will include but are not limited to: | | |
| <ul style="list-style-type: none"> • Ensure the campus is provided operational flexibility • Ensure effective implementation of all components of the transformation process • Monitor the progress of 90-day action plans • Regular communication with the transformation campus • Regularly scheduled meetings with the transformation campus • Remove LEA barriers that may hinder the transformation process • Provide support and feedback to the principal and teacher leaders when needed or requested • Take an active role in problem-solving with the principal and teacher leaders • Attend campus leadership meetings • Assist in the replacement and recruitment of qualified staff • Assist in efforts to increase community and parental involvement • Support the placement of social service resources at the campus • Partner with campus to generate a positive school culture • Attend required trainings | | |

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| Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends. | | |
| <p>Snyder ISD/Snyder Elementary will continue reform efforts after the funding period ends to the best of our ability. It is our intent to move beyond grant funding to deep and lasting change that will continue making dramatic improvements in student achievement. Reform will shift so that it is no longer an "external" reform, controlled by external providers, but rather become an "internal" reform with local authority or the reform held by the district, the school, and teachers who have the capacity to sustain, spread, and deepen reform principles themselves. The reform will transition from an externally understood and supported theory to an internally understood and supported theory-based practice. Title I funds will continue supporting many of our campus improvement efforts long after TTIPS funding ends, to include academic enrichment activities, continued professional development, partnerships with parents and the community, supporting district and campus leadership and staffing in all improvement efforts.</p> <p>Snyder ISD has had much success in obtaining grant funds for scientific research based programs to improve student achievement. We will continue to seek outside funding resources as much as possible and utilize in-district resources to their full capacity. Possible efforts will include, but are not limited to:</p> <ul style="list-style-type: none"> • Raise dedicated, renewable public funds from the state, county or city, and/or other foundations. • Build on local partnerships • Charge participant fees for afterschool programming (i.e.: clubs, classes of interest, etc.) • Title I • Other new avenues as they arise <p>Snyder ISD/Snyder Elementary will use additional resources and other sources of financial support to help maximize the effectiveness of the project goals and objectives. Snyder ISD/Snyder Elementary will coordinate federal, state, and local programs to eliminate duplication of resources. We will invite faculty and community input in the planning stage and subsequently seek continued support and involvement of all stakeholders to ensure continuity of the reform effort. We will create contingency plans to address possible changes in staffing and resources. Snyder ISD ensures that new staff (at least two years in our district) is committed to adopting the reform measures. Snyder ISD/Snyder Elementary will provide professional development on how to engage in ongoing problem solving, thereby establishing a culture geared toward continuous improvement.</p> | | |

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| External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality. | | |
| <p>Snyder ISD/Snyder Elementary is applying for a Tier III Modified Transformation Model since our Transformation process began in 2007/2008 when the new school opened its doors for instruction. If selected for TTIPS funding, Snyder ISD will contract with the School Improvement Resource Center (SIRC) to provide technical assistance during the three year period of the grant project (required per specifications of the RFA). The School Improvement Resource Center (SIRC) is a statewide initiative that serves as a support system to schools that receive funding under the Title I, School Improvement Program as they move through the school improvement process.</p> <p>Snyder ISD will use a rigorous selection process in choosing an external partner. District and campus teams (administrators, campus staff, parents and community members) will be created to, first assess the needs of the school, and to establish clear goals for school performance. Based on this, teams will research for external providers who will be able to meet the needs of our district/campus. Snyder ISD/Snyder Elementary will articulate specific goals of the relationship with the external partner, including measurable expectations and criteria for selection of external partners to meet these goals. Snyder ISD will contract with an external partner (TBD), who has a history of conducting research and evaluation and translating the findings into strategies and tools that educators can use in a variety of situations. The client services of the external partner will provide a diverse and balanced portfolio of work and include the following:</p> <ul style="list-style-type: none"> • Formative and summative program evaluations • Data collection, including interviews, surveys, expert reviews, literature reviews, and observations • Data analysis • Support for randomized controlled trials • Technical assistance <p>The external partner we select will have a portfolio of rigorous research assessing to what degree education policies, programs, and practices addressing significant education problems are effective, for whom they work, and under what conditions they work. The partner will also have a background in research and evaluation projects to provide relevant and timely analysis of information to make improvements in education policies, programs, and practices performance and attainment of outcomes of interest for schools, teachers, and students. The partner will provide education policymakers, researchers, school systems, program developers, and practitioners the information they need to make informed (evidence-based) decisions about education policies, programs, and practices.</p> <p>Through our partnerships, Snyder ISD/Snyder Elementary will be involved in a comprehensive school reform systemic approach to school improvement that will address every aspect of our school, from curriculum to scheduling to management to family and community involvement. Snyder ISD/Snyder Elementary will integrate research-based practices into one unified program to raise student achievement. We will employ proven methods and strategies based on scientifically based research, integrate a comprehensive design aligned components, provide ongoing, high-quality professional development for teachers and staff, include measurable goals and benchmarks for student achievement, provide support for teachers, administrators and staff, provide for meaningful parent and community involvement in planning, implementing, and evaluating school improvement activities, use high-quality external technical support and assistance from an external partner with experience and expertise in school-wide reform and improvement, plan for the evaluation of the Tier III Transformation model implementation and impact on annual student results, identify resources to support and sustain the schools comprehensive reform effort. Snyder ISD/Snyder Elementary school-wide reform is supported within the school by teachers, administrators and staff.</p> <p>Snyder ISD will negotiate a contract outlining roles and responsibilities of the external partner as well as the district and Snyder Elementary, and if applicable, state department of education, as well as explicit and measurable outcomes, including interim indicators of growth. Contracted services under external partners will be selected based upon demonstrated competence, qualifications, experience and reasonableness of proposed fees.</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>Visiting another school or schools that use an external whole school improvement model or promising practice is an important part of our professional development efforts for school reform. Visiting classrooms from outside our district and talking with staff, students, and community members will provide opportunities for our staff to gain a better understanding of the strengths and weaknesses of a particular approach. By examining the approach in action, we will be able to compare the challenges facing our school with the efforts being implemented in other schools. Following is a checklist that summarizes the planning process Snyder ISD/Snyder Elementary will use for visiting other schools implementing an intervention model:</p> <ul style="list-style-type: none"> • Who will plan the visit? <ul style="list-style-type: none"> ➢ Snyder Elementary will assign a teacher team to research schools with success in implementing a similar intervention model. • Which school(s) should we visit? <ul style="list-style-type: none"> ➢ Create a list of schools from research on successful intervention model practices ➢ Recommendations from the School Improvement Resource Center (SIRC) • Who will go? <ul style="list-style-type: none"> ➢ Snyder ISD/Snyder Elementary will create a team that will include members of our school/district improvement planning team and may include other representatives from key groups that will be involved in, or affected by the school improvement reform. A team visit will help everyone develop a common understanding of the approach and can help the team work together to choose the best option for our school or district. • What expectations should we have for the visit? <ul style="list-style-type: none"> ➢ As a team create a written set of expectations for the visit. Together, review our school's needs and create a list of issues or concerns that our team may have about the model or promising practice that we are going to observe during our visit. Use this list of concerns to help the team decide what to see and with whom to talk during the visit. Also, use the information that our team has gathered about the approach and the school we will be visiting to help plan the structure of our visit: Does the material describe aspects of the school or model or promising practice that we want to observe? Does the material raise questions about the school or model or promising practice that can be answered during our visit? • What will we see? When? With whom should the team meet and speak? <ul style="list-style-type: none"> ➢ Use our list of goals and the information that we have received about the model or promising practice and the school to determine what we want to observe. Plan for a brief orientation with the school's administrators, teachers, and other staff. The schedule should also allow ample time for classroom visits; discussions with staff, students, and program representatives; and others. • How should the team be structured during the visit? <ul style="list-style-type: none"> ➢ Assign every person on the team a specific set of responsibilities. Giving each team member a focus or role will help our team gain in-depth information on each area of concern. • What questions should we ask? <ul style="list-style-type: none"> ➢ Work with our team to compose a list of questions to ask our hosts. The questions will address our team's concerns about the model or practice that we are implementing and will focus on implementation, costs, effectiveness, school organization, and school goals for improvement. • How should we follow up? <ul style="list-style-type: none"> ➢ Prepare a written report and share your observations with your school and community. <p>Visiting other school models will be used as blueprints to help our school make improvements in a number of areas. Program visitation will be designed based on research and vary in focus, philosophy, and method, but all are intended to help Snyder Elementary raise student achievement and to assist our school in implementing a successful program.</p> | | |

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| Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school. | | |
| <p>There are no Tier I schools in the Snyder Independent School District. The other Tier III campus in our district is the alternative school (Hobbs) which is co-shared with other districts in our area. Plans are to move our alternative students within our own district and would therefore not qualify to have any other Tier I, II or III schools, with the exception of Snyder Elementary which is the Tier III campus Snyder ISD is applying for TTIPS funding.</p> | | |

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| Part 3: Intervention Model | | |
| Section A: Intervention Model Selection Process | | |
| Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program. | | |
| <div style="display: flex; flex-direction: column; gap: 10px;"> <div><input type="checkbox"/> Turnaround</div> <div><input type="checkbox"/> Closure</div> <div><input type="checkbox"/> Restart</div> <div><input type="checkbox"/> Transformation</div> <div><input checked="" type="checkbox"/> Tier III Modified Transformation</div> <div><input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center</div> <div><input checked="" type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model</div> </div> <p><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></p> <div><input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE</div> | | |
| Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page | | |

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| Part 3: Intervention Model | | |
| Section B: Model Selection Process –Describe in detail: | | |
| <ol style="list-style-type: none"> 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). | | |
| <p>Snyder Elementary, a Title I campus, is a new school that opened for instruction in 2007/2008. Kindergarten through fifth grade students (more than 1,200) came to Snyder Elementary from five other elementary schools, three of which were located in "Empowerment Zones" (impoverished or HUD housing areas). The school has, since then, been working through a transformation process. A new principal was hired, along with three new assistant principals and more than 40% of the staff have been newly hired or re-assigned. District and campus administrators, teachers, support staff, parents and individuals from the community have met numerous times to determine the best intervention strategies that would lead our students to obtain academic achievement in all core curricula areas. Significant reforms are already underway. Snyder Elementary has already begun a transformation process, but without external technical support. Building on its framework of supports through the TTIPS grant will allow Snyder ISD/Snyder Elementary to expand on our Tier III Modified Transformation Model one hundred percent, as opposed to the minimal services we are presently able to provide. In the full implementation of the model, with supplemental educational services (SAS) and to comply with the federal regulatory requirements, Snyder ISD/Snyder Elementary will adhere to the following:</p> <ol style="list-style-type: none"> 1) Expand current transformation efforts by implementing the recommended Tier III Transformation Model with technical support from SIRC (School Improvement Resource Center-Region 18 ESC). Snyder ISD/Snyder Elementary are already involved in significant reforms, using RTI to some capacity, and, if awarded TTIPS funding will begin immediately in the pre-work phase of the Transformation model which includes: <ul style="list-style-type: none"> • Comprehensive needs assessment of district and campus • Replace Principal: Principal is a new principal who was hired in 2007-2008 • Replace or retain key staff: More than 50% of teaching staff has been re-assigned or newly hired • Identify community partners: Snyder ISD/Snyder Elementary has a broad array of collaborative efforts with parents, community and businesses. • Develop job embedded professional development for year 1: Already involved in Response to Intervention (RTI) professional development • Attend summer seminar 7-12 through 7-15, 2010 (grant team will attend) • Complete first 90 day action plan: will be submitted as requested 2) Create partner/provider profiles (Lead, Support and Internal Partners) 3) Develop School Profile (Context and Performance) 4) Define roles and develop contracts <ol style="list-style-type: none"> a) set performance expectations b) establish benchmarks c) establish monitoring procedures 5) Forge relationships <ul style="list-style-type: none"> > Working relationships <ol style="list-style-type: none"> a) TEA b) Snyder ISD c) School Improvement Resource Center d) Partners/External e) Providers f) Principal g) School Teams h) Parents and Community (partner to create safe school environments that meet students' social, emotional and health needs) | | |

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| Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font-size no smaller than 9 point (Arial or Verdana). | | |
| Further, the timeline below provides an in-depth look at Snyder ISD/Snyder Elementary's intent to fully implement the Tier III Transformation Model. Since Snyder ISD/Snyder Elementary have already implemented the Transformation model to some extent, it is our hope to implement some of the strategies a lot sooner than expected. Pre-work phase as mentioned on the previous page, then continue with the following schedule: | | |
| <u>Year 1 Grant Activities will include:</u> a) data disaggregation (Design a training package to help TTIPS team learn to disaggregate student data and use that information to improve instruction). b) comprehensive needs assessment c) campus planning activities d) campus team building activities (TTIPS Decision Making Committee, hire program director, create teacher leaders, hire data analysts, hire social workers, etc.). | | |
| Fall 2010 •District Snapshot (with assistance from SIRC) | | |
| Spring 2011 •Comprehensive Needs Assessment via Campus Snapshot (help present the entire picture of the school - a picture composed of the district, campus, teachers, students, buildings, support staff, attendance data, achievement data, and various programs, and over time will be used to foresee predictable events and help guide action in anticipation of those events). •Replace principal (principal is new-hired in 2007/2008) •Replace or retain key staff (50% of staff has been re-assigned or newly hired) •Identify community partners (List of partners is attached to include community college, civic organizations, churches, businesses, parents, school organizations) •Establish LEA designated personnel to foster Transformation Project (a director will be hired and will work closely with district/campus personnel, including the assigned grant manager). | | |
| Summer 2011 •Identify teacher leaders (previously identified since campus is already working on reform) •Attend Summer Seminar training (District/campus TTIPS team members will attend required trainings) •Develop plan to recruit and retain quality staff (create a point system to reward staff for student achievement) •Develop job-embedded professional development plan for Year 1 (Continue RTI training and recommended training by TEA, SIRC and other core curriculum trainings) •Complete first 90-day action plan (done during pre-work phase) | | |
| <u>Years 2 and 3 Grant Activities will include:</u> On-going, systemic professional development in the following areas: a) continued team building for the staff on the campus; b) leadership, including but not limited to coaching and mentoring; and c) instructional strategies identified by the data disaggregation, needs assessment, and campus planning processes and aligned to improve student achievement and other outcomes identified. | | |
| Fall 2011 •Implement schoolwide Positive Behavior Support (PBS) interventions (enhance locally developed: Terrific Tiger Traits) •Begin providing enhanced social service support (continue support systems of on-site social worker) •Teacher Leaders begin collecting observation data to guide professional development and student interventions •Begin online courses (enhance professional growth) •Review progress toward goals in 90-day action plan | | |

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| Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Spring 2012 <ul style="list-style-type: none"> •Review behavioral data and PEIMS to analyze PBS implementation •Implement targeted professional development based on classroom observation data and student data •Write next 90-day action plan | | |
| <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> Summer 2012 <ul style="list-style-type: none"> •Attend summer training (as required per RFA) •Review and revise professional development plans •Review and revise needs assessment •Analyze progress toward goals in previous 90-day action plans •Teacher leaders select action research topics •Develop plan for classroom interventions for PBS </div> <div style="width: 48%;"> Fall 2012 <ul style="list-style-type: none"> •Re-administer Campus Snapshot •Implement revised and updated professional development plan •Begin action research projects •Continue online courses •Write new 90-day action plan •Attend NSDC Summer Conference </div> </div> | | |
| Spring 2013 <ul style="list-style-type: none"> •Finalize action research projects •Collect data for PBS evaluation •Continue online learning •Write new 90-day action plan | | |
| Summer 2013 <ul style="list-style-type: none"> •Present action research •Conduct intense data review and process evaluation (What worked? What still needs focus?) •Create sustainability plan (continue practice of 90-day action plans) •Develop plan to continue use of teacher leaders as an instructional resource | | |
| <p>Snyder ISD/Snyder Elementary will make the strongest commitment to ensure that the TTIPS funds are used to provide adequate resources to enable the lowest achieving students to raise substantially their achievement by developing accelerated learning environments and empowering learners through academic rigor and inquiry-based instruction. Snyder ISD ensures that Snyder Elementary will receive all of the state and local funds it will have received in the absence of TTIPS funds, and will not supplant, but supplement services to improve student achievement. In addition, the Snyder ISD/Snyder Elementary grantee team will participate in orientation meetings, technical assistance meetings and Texas School Improvement Conference. Grantee will also provide access to TEA, SIRC, and its contractors for on-site visits and participate in required assessments and evaluations. It is our intent to address all of the critical success factors to: 1) improve academic performance, 2) increase leadership effectiveness, 3) increase learning time, 4) improve school climate, 5) increase use of data driven instruction, 6) increase parent and community involvement and 7) increase learning time. Snyder ISD/Snyder Elementary will submit quarterly implementation reports (QIR), and improvement plans as needed, and as required by TEA. Snyder ISD and Snyder Elementary administrators assure that the grant program will be implemented with our full support. It is our intent to implement reform strategies that result in substantially improved student achievement so that the school/district can make AYP (annual yearly progress). Snyder Elementary has already implemented response to intervention (RTI), but TTIPS funding will allow the school to implement RTI schoolwide. We have effectively developed a specialized set of tools and competencies, including a structured format for problem-solving, knowledge of a range of scientifically based interventions that address common reasons for school failure, and the ability to use various methods of assessment to monitor student progress in academic and behavioral areas. TTIPS funding, however, will help our school expand RTI to its fullest potential by targeting all students in need.</p> | | |

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| <p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p> | | |
| <p>Part 3: Intervention Model</p> | | |
| <p>Section B: Model Selection Process Cont. Responses are limited to five pages, front side only, with a font size no smaller than 9 point (Arial or Verdana). Responses are limited to five pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> | | |
| <p>Other steps the campus will take to implement the selected intervention include but are not limited to:</p> | | |
| <p>Leadership and Decision Making</p> | | |
| <ul style="list-style-type: none"> • Allocation of resources to address learning goals: Snyder ISD/Snyder Elementary will devote sufficient resources to fully implement priority goals before moving on to others. School improvement efforts will be sustained by allocating resources effectively to accomplish success in achieving both short/long term goals. Snyder ISD/Snyder Elementary will periodically take stock of our resources. This means regularly revisiting our financial, human, and time resources to ensure they are allocated in the most appropriate ways given the school's particular goals. Combining funds (Title I and other state and federal programs) for sustaining improvement will allow money marked for special programs to be redirected to support the school's overall academic priorities. • Decision making structures and processes: Progress will be made when administrators and teachers find ways to go beyond the traditional structures of our school by learning together, and applying research-based teaching practices, working toward the common goal of increasing student learning. Principals and teachers will both play major roles in this endeavor. By using shared values and a vision as a lens, administrators will be able to guide the school with the participation of the professional teaching staff. Expectations will be high for all staff and students, and the principal will model those expectations daily in words and actions. Decision making structures will be developed and put into place by the principal to facilitate the involvement of teachers in decision responsibilities. • Information and data systems: Snyder Elementary will collect all data as recommended by the School Improvement Resource Center (SIRC) to fully implement effective model procedures. | | |
| <p>Curriculum and Instruction</p> | | |
| <ul style="list-style-type: none"> • Alignment of curriculum, instruction, and assessment with standards • Snyder Elementary will fully integrate c-scope, scope and sequence vertically and horizontally in all academic areas. Teacher teams will meet weekly to plan aligned curriculum to grade level (lesson planning). Ongoing assessment will come from c-scope weekly from quizzes and tests, unit benchmarks; 3 benchmarks a year for K – 5 to assess individuals and groups of students. Snyder Elementary is a wireless internet building. Teachers need the supplies for up-to-date technology instruction. Teachers need to know how to use technology with the curriculum. Due to the size of the campus and facilitating over 1,200 students, they only receive 30 minutes of computer a day in computer class with an instructional technology aide. TTIPS funding will assist the school in obtaining one-to-one technology support. • Curriculum-description, scope, focus, articulation, organization: Math/ELA/Science/Social Studies: state adopted curriculum resources as well as other supplemental resources will be used to support c-scope scope and sequence. Teachers are required to utilize the 5-E lesson model and exemplar lessons on an on-going basis. Adm. will monitor through a variety of 3 minute walk throughs, mini obs. (10-15 min.) to assess for integration of the district's curriculum alignment requirements (ensure they are implemented daily). Once a month, organized teams of teachers, parents, etc. will meet on a monthly basis to monitor and make recommendations as needed. • Formative and periodic assessment of student learning: Ongoing quizzes/tests with c-scope; RTI – ongoing informal/formative with a variety of research tools: Read Naturally; Accel Math; Study Island... 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. Snyder ISD/Snyder Elementary assures 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 Snyder Elementary with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds. • Instructional delivery (teaching and classroom management): Snyder Elementary delivering top/down lecture model to almost 75% of teachers. School needs to change method to student centered and student hands on. School needs coaches to model where students are participants in the learning process. | | |

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

Part 3: Intervention Model

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

- **Instructional planning by teachers/Instructional time and scheduling:** Model to provide all grade level teachers a conference period at the same time to facilitate planning, RTI team meetings, curriculum alignment-vertical/horizontal –professional learning community: all teachers will meet one day a week for one hour.
- Human Capital (Personnel)**
- **Performance incentives for personnel:** Snyder ISD/Snyder Elementary will establish multiple levels of strong performance through means of a point system to evaluate staff's performance on successfully accomplishing the objectives of the Snyder ISD TTIPS grant program and who succeed in improved student achievement academically and behaviorally. Point system will range from 0 – 100 percent of amounts varying from \$ 500 - \$ 5,000 per year, through TTIPS funding, depending on level of involvement, responsibility and achieving critical success factors and milestones of the TTIPS grant. At least 80% of the points have to be achieved before a stipend is awarded.
 - **Personnel policies and procedures:** Teachers who score less than 80% will be placed on an intervention plan with required milestones to be obtained the following school year and be recommended for non-renew. Currently, the school has 7% of teaching staff on a teacher in need of improvement plan. This plan includes summer training on classroom management and discipline and student centered instructional strategies. In an effort to retain quality staff, Snyder Elementary will create a school atmosphere that features trust, professionalism and shared leadership, while fostering a positive, collaborative and team-oriented school culture. Snyder Elementary will consistently apply the school's/district's evaluation protocol. New hires will come to our school with strong recommendations and evidence of obtaining high student achievement.
 - **Professional Development processes and procedures:** Snyder ISD/Snyder Elementary will work closely with SIRC and other external providers to ensure scientific based methodologies in professional development for improved student achievement.
- Student Support**
- **Programs and services for English language learners:** RTI; sheltered instruction and related types of support programs will be expanded; develop a dual language program (Gomez & Gomez). ELPS training for staff to ensure it is understood and present it schoolwide. 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 ensure limited English proficient students acquire language skills to master academic content.
 - **Extended learning time (supplemental educational services, after-school programs, summer school,):** Snyder Elementary will provide afterschool enrichment activities for at least thirteen hours per week, extending the school day until 5:30 p.m. Monday – Friday of the school year. Afterschool enrichment will include activities in core-curricular areas and other enrichment opportunities. Summer curricular camps will be held during the months of June/July. Both enrichment and accelerated classes for the students in RTI Tiers 2 and 3.
 - **Parental involvement, communication, and options:** Parents will be encouraged to participate in the campus Site Based Team and the TTIPS Decision Team. Parents will also have opportunities to participate in parenting classes and various literacy classes. Snyder Elementary will hire a bilingual, and an English speaking Home/School/Community Liaison to provide linkage between the home, school and community.
 - **Special education programs and procedures:** A student with academic delays is given one or more research-validated interventions. The student's academic progress is monitored frequently to see if those interventions are sufficient to help the student to catch up with his or her peers. If the student fails to show significantly improved academic skills despite several well-designed and implemented interventions, this failure to 'respond to intervention' can be viewed as evidence of an underlying Learning Disability.
 - **Student support services:** Snyder Elementary plans to expand current RTI tutorial program from current state by doubling tutorials and tutorial time availability to meet TEA recommended time for RTI Tiers 2 and 3; Use and integrate technology-based supports and interventions as part of the instructional program; Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards. Afterschool Program enrichment opportunities will also enhance student learning.

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| 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 | School principal | | |
| 2 | School teachers | | |
| 3 | School support staff, to include custodians, cafeteria staff | | |
| 4 | District Administrators | | |
| 5 | School Board Members | | |
| 6 | Grant Manager | | |
| 7 | Parents | | |
| 8 | Community | | |
| 9 | Business Partners | | |
| 10 | Retired Teachers | | |

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| 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. | | |
| <ol style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ol style="list-style-type: none"> A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ol style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ol style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ol style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ol style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ol style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ol style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies | | |

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| Schedule #4B—Program Description | | | | | |
| Part 3: Intervention Model | | | | | |
| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| A,B,C | Improve Student Achievement in Reading/ELA | Close gap in TAKS scores between subgroups, the student-level passing standards will be more rigorous. | http://www.centeroninstruction.org/files/Lang%20and%20Rdng%20Interventions%20for%20ELLs%20and%20ELLs%20with%20Disabilities.pdf | 10/1/10 | 6/30/13 |
| A,B,C | Improve Student Achievement in Mathematics | Close gap in TAKS scores between subgroups, the student-level passing standards will be more rigorous. | http://www.centeroninstruction.org/files/Beckmann.pdf | 10/1/10 | 6/30/13 |
| A Data Driven | Expand current Response To Intervention (RTI) Program schoolwide | Universal screening for all students as well as core instruction | http://www.rti4success.org/index.php?option=com_content&task=view&id=634&Itemid=2 | 10/1/10 | 6/30/13 |
| B Curriculum Alignment Vert/Hor. | C-scope exemplary lessons | Differentiated instructional approaches | Marzano, R., Pickering, D. And Pollack, J. (2001). Classroom instruction that works. Alexandria, VA: McREL, Inc. | 10/1/10 | 6/30/13 |
| B | Student centered instructional practices over lecture practice | Differentiated instructional approaches | Reeves, D.B. (2006) The learning leader: ... Alexandria, VA: Assoc. for Supervision and Curric. Development. | 10/1/10 | 6/30/13 |
| A | Ongoing assessment data to make instructional decisions and student grouping patterns | Differentiated instructional approaches | Berhnhardt, V.L (2004) Eye on Education Inc | 10/1/10 | 6/30/13 |
| B | Strategies to include Special Education and Gifted and Talented students in the general curriculum. | Differentiated instructional approaches | http://www.centerforcsri.org/files/TheCenter_NL_Jan07.pdf | 10/1/10 | 6/30/13 |
| A,B,C | Utilize Accelerated Math and Reading | Overcome educational deficits to catch up to their peers (more than a year of academic growth. | English, F.W. (2000). Deciding what to teach and test:...Thousand Oaks, CA: Corwin Press Inc. | 10/1/10 | 6/30/13 |
| C Ongoing monitoring of inst. | Use of one-on-one laptop for grades 4-5 ipad tables for K -3 | Facilitate immediate access to online curric. and other resources. | http://www.cited.org/index.aspx?page_id=2 | 10/1/10 | 6/30/13 |

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| 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 |
| B | Conduct investigation of alignment of curriculum to determine if what is being taught matches state and local guidelines. | Ensures scientific based methodologies for student achievement. | http://www.centerforcsr.org/files/School_Restructuring_Guide.pdf | 10/1/10 | 6/30/13 |
| A,B,C | Provide resources to allow teachers to incorporate change in curriculum instruction | Ensures hands-on experiences for teachers and students. | Porter, A. C. (2002). Measuring the content of instruction: Uses in research and practice. Educational Researcher, 31(3), 3-14. | 10/1/10 | 6/30/13 |
| A, B,C | Monitor and maintain alignment by using formative data. | Uses classroom assessment to improve teaching. | Guskey, T. R. (2000). Evaluating professional development. Thousand Oaks, CA: Corwin Press Inc. | 10/1/10 | 6/30/13 |
| A | Hire grade level math and reading coaches to support teachers in implementing successful teaching strategies | Encourages teachers to design lessons cooperatively | Tharp, R. G., & Gallimore, R. (1988). Rousing minds to life: ... New York: Cambridge University Press. | 10/1/10 | 6/30/13 |
| C | Conduct periodic reviews to ensure curriculum is being implemented with fidelity. | Programs that are delivered with high levels of fidelity will be more likely to achieve their intended outcomes. | http://www.fpg.unc.edu/~nirn/resources/presentations/OSEP_Mtg_Fixsen_HO.pdf | 10/1/10 | 6/30/13 |
| C | Periodic classroom walk-throughs by the school principal (10 min. or more of observation) | Ensure that curriculum is having the intended impact on student achievement | http://www.centeroninstruction.org/files/Adol%20Lit%20Walk%20Through.pdf | 10/1/10 | 6/30/13 |
| B | Modify curriculum as needed. | Ensures best practices for improved student achievement. | Applebee, A. N. (1996). Curr. as conversation: Transforming traditions of teaching/learning. Chicago: University of Chicago Press. | 10/1/10 | 6/30/13 |
| B | Use portable computer labs for student use in classroom (use of keyboard equipment) | Use and integrate technology based supports and interventions | http://www.edtechlocator.org | 10/1/10 | 6/30/13 |

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| Part 3: Intervention Model | | | | | |
| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| B Data Driven Decisions | Use student data to drive instruction | Identify students in reading and math for intensified instruction, | National Center for Fair and Open Testing, 1007 National Center for Response to Intervention, N.D. | 10/1/10 | 6/30/13 |
| B | Use data to alter instructional strategies | Employ easy to use monitoring measures to track student achievement and formative assessments to evaluate learning. | National Center for Fair and Open Testing, 1007 National Center for Response to Intervention, N.D. | 10/1/10 | 6/30/13 |
| A Data Disaggregation/Trng | Develop a district wide plan for collecting and analyzing data | Create support systems for teachers to improve practices. | Gersten, Dimino, Jayanthi, Kim and Santoro, 2009 | 10/1/10 | 6/30/13 |
| A | Choose which method for collecting data and provide ongoing training on how to use tool and collecting data. | To effectively implement systems that utilize educational practices and data. | National Center for Fair and Open Testing, 1007 National Center for Response to Intervention, N.D. | 10/1/10 | 6/30/13 |
| C Ongoing monitoring of inst. | Hire K – 5 Math Data Analyst | To effectively implement systems that utilize educational practices and data. | Foorman, B. R., & Schatschneider, C. (2003). Measurement of teaching | 10/1/10 | 6/30/13 |
| C | Hire K – 5 Reading Data Analyst | To effectively implement systems that utilize educational practices and data. | Tharp & Gallimore, 1988 | 10/1/10 | 6/30/13 |
| B | Use a triadic model of assistant approach to coaches, teachers, students | To effectively implement systems that utilize educational practices and data. | Tharp & Gallimore, 1988 | 10/1/10 | 6/30/13 |
| A | Professional Development from SIRC and other supplemental education services. | Create support systems for teachers to improve practices. | Gersten, Dimino, Jayanthi, Kim and Santoro, 2009 | 10/1/10 | 6/30/13 |
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| Part 3: Intervention Model | | | | | |
| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| B Data Driven Decisions | 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. | Comprehensive instructional reform strategy | Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development. | 10/1/10 | 6/30/13 |
| C On-going communication | Promote the continuous use of student data to inform and differentiate instruction. | Guide students on the path for academic success | www.centerforcsri.org | 10/1/10 | 6/30/13 |
| B | TTIPS teacher teams will use data to inform and differentiate instruction | In order to meet the academic needs of individual students. | http://www.centerforcsri.org/index.php?option=com_content&task=view&id=402&Itemid=5 | 10/1/10 | 6/30/13 |
| B | Provide timely and robust data analysis directly relevant to making improvements in instruction and achievement for diverse learners. | Develops structure for school and district to use data to alter instruction. | (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009). | 10/1/10 | 6/30/13 |
| B | Monitor individual student growth throughout the school year and analyze aggregated data by school and subgroup. | Enables analysis of student outcomes | (Hamilton, Halverson, Jackson, Mandinach, Supovitz, & Wayman, 2009). | 10/1/10 | 6/30/13 |
| A,B,C | Ongoing professional development concerning all areas of data. (It's all about data). | When used properly can lead to student achievement. | Gersten, Dimino, Jayanthi, Kim and Santoro, 2009 | | |
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| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 3: Increase Leadership Effectiveness | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| A Ongoing job embedded pd | Design a leadership training plan | Achieve leader learning goals | http://eric.ed.gov/ERICD/ocs/data/ericdocs2sql/content_storage_01/0000019b/80/14/d1/b1.pdf | 10/1/10 | 6/30/13 |
| B Operational flexibility | Principal will develop the leadership capacity of others (professional and para-professional) in the school. | Strong values of self-directed learning | Kouzes, J. M., Posner, B. Z. (2002). The leadership challenge (3rd ed.). San Francisco, CA: Josey-Bass. | 10/1/10 | 6/30/13 |
| C Resource Data Utilization | Perform preventive maintenance on school organization. | Treat every project as a change effort. | Kouzes, J.M., Posner, B.Z. (2002) The Leadership Challenge | 10/1/10 | 6/30/13 |
| B | Enhance the staff's capacity to lead oneself, other individuals, groups and organizations. | Staff will have the ability to manage their own learning | http://eric.ed.gov/ERICD/ocs/data/ericdocs2sql/content_storage_01/0000019b/80/14/d1/b1.pdf | 10/1/10 | 6/30/13 |
| C | Leadership teams will develop statements of purpose and work plans for the year | Convey a strong vision of where the school will be in the future. | http://eric.ed.gov/ERICD/ocs/data/ericdocs2sql/content_storage_01/0000019b/80/14/d1/b1.pdf | 10/1/10 | 6/30/13 |
| B | Expand school's leadership team function by grade levels or subject clusters | Teachers want a strong vision of where they are going. | http://eric.ed.gov/ERICD/ocs/data/ericdocs2sql/content_storage_01/0000019b/80/28/07/cb.pdf | 10/1/10 | 6/30/13 |
| B | Keep the newly hired principal who was hired in 2007/2008 and has already begun a transformation process | Principal had previously led another campus from another district to TAKS Exemplary status. | http://eric.ed.gov/ERICD/ocs/data/ericdocs2sql/content_storage_01/0000019b/80/14/d1/b1.pdf | 10/1/10 | 6/30/13 |
| B | Give the school sufficient operational flexibility (such as staffing, calendars, time and budgeting).... | A comprehensive approach to substantially improve student achievement | Kouzes, J.M., Posner, B.Z. (2002) The Leadership Challenge | 10/1/10 | 6/30/13 |
| C | Grant team will create measures to report interim results in open meetings to solve problems. | Performance goals keeps the team's behavior directed on the right target and encourages them to work harder to achieve the goal. | Sergiovanni, T. J. & Starratt, R. J. (2002). Supervision: A redefinition (7th ed.). New York: McGraw-Hill. Sprick, R. | 10/1/10 | 6/30/13 |
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| Part 3: Intervention Model | | | | | |
| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 4: Improve Learning Time | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| A Flexible Scheduling | Maintain increased instructional time in Math and Reading | Students are engaged in learning for longer periods of time in order to accelerate achievement | WestEd with McREL and NCREL (2002). Improving districts:systems that support learning. www.wested.org . | 10/1/10 | 6/30/13 |
| A | Extend the school day for 1.5 -2 hours | To offer academic and enrichment opps. including ELA. | WestEd with McREL and NCREL (2002). http://www.centeroninstruction.org/files/ELL2-Newcomers.pdf | 10/1/10 | 6/30/13 |
| A | Professional Development to train teachers how to use their time more effectively | student learning depends on the extent to which schools support the ongoing development and productive exercise of teachers knowledge and skills | Smylie and Hart (1999) Wald and Castleberry (2000) | 10/1/10 | 6/30/13 |
| A | Grant team will create a plan for monitoring extended time activities | Utilizes staff to their fullest potential. | http://epa.sagepub.com/cgi/content/abstract/29/4/296 | 10/1/10 | 6/30/13 |
| A | Structure the school day so that students with greatest needs have more instructional opportunities | Draw out the students' talents to ensure success in student achievement. | http://www.edweek.org/ew/articles/2009/12/09/14time.h29.html?tkn=QLXF80nlyYhPWE7s20MjZSxt%2B8LK3%2Fwja8 | 10/1/10 | 6/30/13 |
| C Staff Collab. Planning | Develop tools to give teachers a more productive instructional planning time | Provides flexibility in planning | WestEd with McREL and NCREL (2002). Improving districts:systems that support learning. www.wested.org . | 10/1/10 | 6/30/13 |
| A | Build the leadership capacity of teachers | Teacher leadership teams can take responsibility for campus professional development. | Schmoker, M. (1996). The key to continuous school improvement. | 10/1/10 | 6/30/13 |
| B Instructionally focused calendar | Create a calendar for TTIPS three year program | Will serve as a guide through the TTIPS grant process | Schmoker, M. (1996). The key to continuous school improvement. | 10/1/10 | 6/30/13 |
| B | Scope and sequence of school year (Student, P.D and Parent Involvement activities). | To guide students in a path of success. | http://www.edweek.org/ew/articles/2009/12/09/14time.h29.html?tkn=QLXF80nlyYhPWE7s20MjZSxt%2B8LK3%2Fwja8 | 10/1/10 | 6/30/13 |

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| Schedule #4B—Program Description | | | | | |
| Part 3: Intervention Model | | | | | |
| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 5: Increase Parent/Community Involvement | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| A Increased Opps. For input | Provide ongoing mechanisms for family and community involvement. | When the school functions as a community its constituents associate with one another and share common values about the education of children. | www.centerii.org/survey http://www.adi.org/PIA/ | 10/1/10 | 6/30/13 |
| B Effective communication | Increase parental involvement in both school and home-based settings | Create partners in the education of our students | http://www.americanprogress.org/issues/2009/10/community_schools.html | 10/1/10 | 6/30/13 |
| C Accessible community services | Hire a bilingual, and English speaking home/school/community liaisons who will connect all groups effectively. | Increase communication between the home, school and community. Creates sustainable and effective partnerships. | http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/28/07/cb.pdf | 10/1/10 | 6/30/13 |
| A | Encourage parent/community participation in Site Based/TTIPS Teams. | Parents are full partners in the education of their children and each other's children. | http://www.ascd.org/ASCD/pdf/sharingresponsibility.pdf | 10/1/10 | 6/30/13 |
| A | Partner with school staff, student families, and students to ensure a common commitment to intensive efforts to increase student achievement. | Everyone is involved as a team member. All other services complement the central academic mission. | http://www.ascd.org/ASCD/pdf/sharingresponsibility.pdf | 10/1/10 | 6/30/13 |
| C | Implement various literacy classes (GED, ESL, Technology, parenting, etc.) | Parents will feel better about themselves and be more confident to help their own children. | http://www.centerii.org/techassist/outreach/ | 10/1/10 | 6/30/13 |
| C | Provide families a list of resources available through the school and community | Parents will know and understand the opportunities available to their children | http://gao.gov/new.items/d04909.pdf | 10/1/10 | 6/30/13 |
| B | English/Spanish Survey parents to identify student and family needs | Equip the school to better understand the underlying problem. | www.centerii.org/survey | 10/1/10 | 6/30/13 |
| B | Communicate regularly with families and the school-community about student progress and successes. | Create partners in the education of our students | Patrikakou, E., Weisberg, R., Redding, S., & Walberg, H. J. (Eds.). (2005). | | |
| Add additional pages as needed. | | | | | |

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| Part 3: Intervention Model | | | | | |
| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 6: Improve School Climate | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| A Increased attendance | Continue to improve attendance rate by using RTI model | Provides early, effective assistance to children who are having difficulty learning. | http://www.rti4success.org/index.php?option=com_content&task=view&id=634&Itemid=2 | 10/1/10 | 6/30/13 |
| A | Chronically absent students will be served through RTI Tiers 2 or 3 | Instills positive behaviors in students. | http://www.rti4success.org/index.php?option=com_content&task=view&id=634&Itemid=2 | 10/1/10 | 6/30/13 |
| A | Continue RTI trainings | Early intervention is critical to preventing problems from getting out of control. | http://www.rti4success.org/index.php?option=com_content&task=view&id=634&Itemid=2 | 10/1/10 | 6/30/13 |
| A | Utilize effective universal classroom management practices for all students and determine which students need additional support/individualized interventions. | Promotes student connectedness and reduce behavior problems. | http://www.pbis.org/ | 10/1/10 | 6/30/13 |
| A | Provide prof. dev. and/or peer coaching to support teachers and administrators as they manage school and classroom climate | Helps educators structure the environment and provide positive reinforcement. | http://www.pbis.org/ | 10/1/10 | 6/30/13 |
| A | Hypothesize what intervention strategies work best to increase student performance | Early intervention is critical to preventing problems from getting out of control. | http://www.schoolclimate.org/climate/documents/schoolClimate-researchSummary.pdf | 10/1/10 | 6/30/13 |
| B Decreased discipline referrals | Review end year...to determine improvement in a positive discipline model. | Promote positive behaviors. | http://www.pbis.org/ | 10/1/10 | 6/30/13 |
| B | Incorporate use of data collection tools to target chronic behavior problems and serve students through RTI Tier 2 and 3 for behavior modifications. | Helps educators structure the environment and provide positive reinforcement | http://www.rti4success.org/index.php?option=com_content&task=view&id=634&Itemid=2 | 10/1/10 | 6/30/13 |
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| Part 3: Intervention Model | | | | | |
| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 6: Improve School Climate | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| C Increased involve. In extra/co-curric. Activities | Provide high expectations, fair and consistent discipline, and by modeling and teaching good social, emotional, and academic skills. | Incites productivity, and prepares students for the mentality of the real world. | http://www2.tqsource.org/strategies/multitieredSystems/TQClassroomManage.pdf | 10/1/10 | 6/30/13 |
| C | Use extended day for UIL participation and competition on/off campus. | Increases students' self esteem and encourages progress. | http://www.educationsector.org/usr_doc/OntheClock.pdf | 10/1/10 | 6/30/13 |
| C | Implement a variety of academic clubs in extended day program | To incorporate accelerated opportunities for reading and math to include ELA. | | 10/1/10 | 6/30/13 |
| C | Extend or restructure the school day. | To use as advisory periods that build relationships between students, faculty, and other school staff | http://www.educationsector.org/usr_doc/OntheClock.pdf | 10/1/10 | 6/30/13 |
| C | Develop a local Positive Behavioral Support (PBS) to instill student achievement in character building | Eliminate bullying and student harassment. | 2 Steps for Developing a Proactive School Wide Discipline Plan by Geoff Colvin | 10/1/10 | 6/30/13 |
| B | Collect and use data regarding discipline and school climate to guide decision making. | The school's environment is a predictor of the student's feelings about the school. | http://www.centeroninstruction.org/files/Synopsis%20Reading%20&%20Behavior.pdf | 10/1/10 | 6/30/13 |
| A,B,C | Provide additional supports/ professional development to teachers and principals | Helps educators structure the environment and provide positive reinforcement. | Lein, L., Johnson, J., & Ragland, M. (1997). <i>Successful Texas schoolwide programs: ...</i> | 10/1/10 | 6/30/13 |
| A,B,C | Implement effective strategies to support students with disabilities in the least restrictive environment | Ensures equality. | http://www.centeroninstruction.org/files/Synopsis%20Reading%20&%20Behavior.pdf | 10/1/10 | 6/30/13 |
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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 |
| <u>C</u> Increased involve. In extra/co- curric. Activities | Develop self-awareness and self-management skills to achieve school and life success. | Reduces achievement inequities. | http://www.schoolclimate.org/climate/documents/schoolClimate-researchSummary.pdf | 10/1/10 | 6/30/13 |
| <u>C</u> | Use social awareness and interpersonal skills to establish and maintain positive relationships | Provides a safe and supportive school environment. | http://www.centeroninstruction.org/files/Synopsis%20Reading%20&%20Behavior.pdf | 10/1/10 | 6/30/13 |
| <u>C</u> | Demonstrate decision making skills and responsible behaviors in personal, school, community contexts | Positive school climate powerfully affects student motivation to learn. | http://www2.tqsource.org/strategies/multitieredSystems/TQClassroomManage.pdf | 10/1/10 | 6/30/13 |
| <u>C</u> | Create personalized learning environments to decrease students' sense of anonymity and address individual needs. | Values student engagement and enhances the learning environment by providing students with opportunities to participate in the learning process. | http://www.educationsector.org/usr_doc/OntheClock.pdf | 10/1/10 | 6/30/13 |
| <u>C</u> | Establish a data and monitoring system that will both diagnose why students are struggling and serve as an accountability measure for the district and school. | Reduces achievement inequities. | http://www.schoolclimate.org/climate/documents/schoolClimate-researchSummary.pdf | 10/1/10 | 6/30/13 |
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Add additional pages as needed.

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| Part 3: Intervention Model | | | | | |
| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 7: Increase Teacher Quality | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| A Locally developed appraisal systems | Develop Expert Power in teachers to draw out their special skills and knowledge. | Expert power is the most strongly and consistently related to effective employee performance | (Lee, Smith & Croninger, 1995; Newmann & Wehlage, 1995; Reyes, Scribner & Paredes Scribner, 1999). | 10/1/10 | 6/30/13 |
| A | Establish professional development requirements (principal and teacher teams) including SIRC orientations and others. | Provides a roadmap for staff to follow during improvement efforts | http://cecr.ed.gov/guides/EmergingIssuesReport2_8-21-09.pdf | 10/1/10 | 6/30/13 |
| A | Use multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement. | Critical component of bringing quality learning experiences to the classroom. | Whitaker, T. (2004). What great teachers do differently. Larchmont, NY: Eye on Education Inc. | 10/1/10 | 6/30/13 |
| A | Data collection methods will be designed and developed with teacher and principal involvement; | Provides effective teacher evaluations. | http://www.tqsource.org/publications/keyIssue-June2008.pdf | 10/1/10 | 6/30/13 |
| A | Create a point incentive system that rewards staff financially, through TTIPS funding, for student's achievement. | Instills appreciation for hard work. Creates creativity and motivation among students and staff. | http://cecr.ed.gov/guides/EmergingIssuesReport2_8-21-09.pdf | 10/1/10 | 6/30/13 |
| B On-going job embedded pd | Create a teacher-buddy system pairing teachers in need with better and successful teachers for mentoring and growth. | Gives teachers confidence in their teaching strategies. Students are assured quality instruction. | Whitaker, T. (2004). What great teachers do differently. Larchmont, NY: Eye on Education Inc. | 10/1/10 | 6/30/13 |
| C Recruit/Retention strategies | Use rigorous, transparent, equitable evaluation systems | Take into account data on student growth | http://cecr.ed.gov/guides/EmergingIssuesReport2_8-21-09.pdf | 10/1/10 | 6/30/13 |
| C | Identify/ remove teachers who after ample opportunities to grow, have not done so. | Create a strong cadre of teachers who are serious about successful instructional strategies. | http://www.edweek.org/ew/articles/2006/11/15/12rhee.h26.html | 10/1/10 | 6/30/13 |
| C | Provide compensation to attract/retain staff w/skills to meet student needs. | Instills appreciation for hard work. Creates creativity and motivation among students and staff. | http://www.learningpt.org/whatsnew/InnovationsInStaffing.php | 10/1/10 | 6/30/13 |

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| Part 3: Intervention Model | | | | | |
| Section D: Other Improvement Activities and Timeline (cont.) | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| C Ongoing monitoring of inst. | Improve utilization of technology by providing one-to-one student laptop or ipad for use in the classroom and in the home. | Improve the in-class educational experience | Technology and Learning http://www.techlearning.com/T http://edcommunity.apple.com/ali/print.php?itemID=18425 | 10/1/10 | 6/30/13 |
| C Staff Collab. Planning | Pd for teachers on how to utilize technology as an extension of classroom procedures | Design instructional practices that integrate technology. - | http://edcommunity.apple.com/ali/print.php?itemID=18425 | 10/1/10 | 6/30/13 |
| A,B,C | Hire an effective external partner, as required by TEA, with a history of success in helping schools with transformation process. | Build stronger connections between teachers, students and parents, as well as school and community. | http://epicpolicy.org/publication/Schoolhouse-commercialism-2009 | 10/1/10 | 6/30/13 |
| A,B,C | Expand the Response To Intervention Model schoolwide. | To ensure that limited English proficient students acquire language skills to master academic content. | http://www.ncrel.org/csri/resources/ncrel/knowledgeissues/Contracting.pdf | 10/1/10 | 6/30/13 |
| A,B,C | Identify students in need of support or intervention. | Design TEKS-based projects and curriculum | http://www.centeroninstruction.org/files/COI%20Math%20Screening.pdf | 10/1/10 | 6/30/13 |
| C Ongoing monitoring of inst | Align tutoring content with student needs and with classroom-provided instruction to yield the best results | Incorporate higher order thinking into instruction seamlessly. | (Elbaum et al., 2000). | 10/1/10 | 6/30/13 |
| C Staff Collab. Planning | Snyder ISD will give Snyder Elementary sufficient operational flexibility to implement the Tier III Transformation Model. | School Improvement effort | http://www.ed.gov/print/admins/lead/safety/training/implementing/prevention.html | 10/1/10 | 6/30/13 |
| C Ongoing monitoring of inst | Implement a per-pupil school-based budget formula that is weighted based on student needs. | Ensures that student receives all the support systems to succeed. | http://www.centeroninstruction.org/files/COI%20Math%20Screening.pdf | 10/1/10 | 6/30/13 |
| C Staff Collab. Planning | Snyder ISD will continue supporting Snyder Elementary through its regular Title I program. | Ensures ongoing support through various school programs. | http://epicpolicy.org/publication/Schoolhouse-commercialism-2009 | 10/1/10 | 6/30/13 |
| Add additional pages as needed. | | | | | |

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| Part 4: Waiver Requests | | |
| Applicants must check the waivers in which the LEA/campus intends to implement. | | |
| <p>X Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked.</p> </div> <p><input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i></p> <p><input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i></p> | | |

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)

Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing ongoing monitoring of grant activities to ensure continuous improvement

During the last two years, TAKS scores have been as follows:

| Year | Grade Level | Ethnicity | Reading | Math | Science | Writing | All |
|-----------|-------------|-------------|---------|------|---------|---------|-----|
| 2008/2009 | 3 | Hispanic | 71% | 54% | | | 50% |
| | | White | 90% | 86% | | | 81% |
| | | African Am. | 73% | 70% | | | 58% |
| | 4 | Hispanic | 74% | 60% | | 83% | 55% |
| | | White | 86% | 85% | | 81% | 76% |
| | | African Am. | 75% | 50% | | 88% | 50% |
| | 5 | Hispanic | 69% | 66% | 69% | | 47% |
| | | White | 87% | 89% | 85% | | 73% |
| | | African Am. | 40% | 50% | | 70% | 18% |
| 2007/2008 | 3 | Hispanic | 89% | 73% | | | 70% |
| | | White | 90% | 86% | | | 86% |
| | | African Am. | 71% | 57% | | | 57% |
| | 4 | Hispanic | 76% | 70% | | 88% | 55% |
| | | White | 89% | 91% | | 93% | 76% |
| | | African Am. | 86% | 57% | | 86% | 43% |
| | 5 | Hispanic | 74% | 76% | 68% | | 60% |
| | | White | 92% | 94% | 93% | | 89% |
| | | African Am. | 80% | 80% | | 70% | 70% |

As indicated above, there is a big disparity in achievement between the minority subgroups and their white counterparts. We must teach our students how to prepare for the future, how to set goals for their lives and later for their careers. We must do more to inspire, train and motivate them. Our school, and every home and neighborhood in the community of Snyder needs to be a safe, warm and healthy place to learn and grow. In order to achieve this task and meet all our TTIPS Tier III Transformation efforts, Snyder ISD/Snyder Elementary will conduct periodic reviews to ensure that the TTIPS grant program is being implemented with fidelity and is having the intended impact on student achievement, and is modified if ineffective. Our goal is to show progress toward critical success factors/milestones through ongoing monitoring and continuous improvement. The ongoing cycle of continuous improvement is a collaborative approach focused on building capacity for analysis so teachers continuously evaluate and adjust their instructional practice to maximize student learning. Several times a year the TTIPS team will evaluate overall effectiveness, determine gaps and supplement as necessary. Monitoring will provide an accountability framework, including processes and metrics for measuring implementation fidelity, monitoring student progress, and sending alerts to leadership when implementation exceeds or falls below desired goals. This framework will prepare our school leaders to observe classroom practice to determine how to support each teacher in increasing fidelity. Snyder ISD/Snyder Elementary can only help our students if we know who they are. We will ask ourselves:

- Who are these minority and/or at-risk students?
- How can we best understand them?
- What are their challenges and strengths?
- What are the similarities and not just the differences between the groups?
- How can we collaborate and develop a collective voice in discussing the various groups?
- How can we best serve them?
- What recommendations can we provide?

Snyder ISD/Snyder Elementary will uphold high expectations for every student, where failure is not an option. The Tier III Transformation model will help our district/school in narrowing the achievement gap between all our students.

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| Schedule #4C—Performance Assessment and Evaluation | | |
| Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana) | | |
| Section 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 | | |
| Snyder ISD/Snyder Elementary will establish annual goals for student achievement on the state assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section FAQS TEXAS III of the USDE requirements, and (c) meet the requirements with respect to AYP in section 1111(b)(2) of ESEA. | | |
| Annual performance goals will include <ul style="list-style-type: none"> • Critical success factors and milestones • Quarterly implementation reports • Self assessment to guide the school's leadership and teachers in making continuous improvement • Coached self assessment with the consultation of SIRC, a supplemental external consultant selected by the school or provided by the LEA • External review by a trained team of on-site observers | | |
| Student learning data will include both formative data (classroom assessments, benchmark assessments, periodic assessments) and summative data (annual state standards assessments and achievement tests). Operational data will be tied to indicators of effective practice and will be gleaned from classroom observations, document review, interviews with leaders/teachers, focus groups and surveys. | | |
| Data will be used 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 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. Formative assessments will be aligned to TEKS. | | |
| How results will be used includes: | | |
| Ongoing Leadership Coaching will provide principals with the support they need to enhance their instructional leadership capacity, such as determining curriculum effectiveness, increasing effectiveness of teacher observation, prioritization, time management, communication, and monitoring action plans and determining appropriate support. | | |
| Ongoing Coaching for Teachers and Teacher Leaders will provide individual support based on each teacher's specific needs, resources and students. Information gathered during regular (non-evaluative) classroom observations informs individual and group interactions to model instructional strategies, provide targeted feedback, and reinforce new methods and content. | | |
| Improve Family and Community Capacity: Building family and community capacity will be promoted by working with teachers and leadership to: 1) Better increase the involvement of families and the community in student learning through professional development around research-based strategies. 2) Increase the offering of meaningful opportunities for family and community engagement. 3) Enhance communication with community partners to focus on and understand student performance. 4) Introduce parent/student data conferences, "family-friendly" parent letters, and free activities for extending learning into the home. | | |
| Snyder ISD/Snyder Elementary will 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 | | |

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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 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>Snyder ISD/Snyder Elementary assures that we 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. Snyder Elementary will develop a plan for monitoring implementation of the program that includes qualitative and quantitative data such as observation of the program being implemented, analysis of the data, and planning for ways to address off target implementation or poor fidelity drift. Other data collected will include statistics on attendance, grades, referrals, retentions, and standardized-test results, perceptions and experiences from key stakeholders (students, parents, teachers, administrators, community members), observations of instruction and student activities, assessment of school climate and culture and program implementation monitoring.</p> | | |
| <p>When compiled and reported on a regular basis, these data will provide a baseline of school operations and will be used to make comparisons among similar schools. Data will be disaggregated or broken down by grade, gender, race, or socioeconomic background, disaggregation will reveal previously unrecognized patterns that, in turn, may suggest areas in need of improvement. Snyder ISD/Snyder Elementary will use the data collected regarding fidelity of implementation in efforts to identify possible reasons for programs not performing as expected. With varying degrees of effort, other classes of data will be collected. Examples include survey results, interviews, numbers of books read, and other information on student achievement. These data will typically require development of a means to collect and analyze the information. Data that may be more difficult to collect and interpret objectively will include evaluations of student work, such as portfolios and exhibitions.</p> | | |
| <p>Snyder ISD/Snyder Elementary TTIPS team will use a classroom observation tool to link data on instructional practices to students' achievement. These data will be used to inform decisions regarding teacher professional development and the need for additional instructional resources. Snyder ISD will provide comprehensive training and support materials for staff with opportunities for teacher practice and corrective feedback included in the training plan. We will also develop calibration checks for teachers to use to monitor their own implementation. Campus administration will be involved in the training with emphasis on what the program looks like in practice so that campus principals can provide effective monitoring and feedback on an ongoing basis.</p> | | |
| <p>Data implementation efforts will aide our district/campus in decision making techniques not only to analyze test scores and student achievement, but also to:</p> | | |
| <ul style="list-style-type: none"> • Narrow achievement gap between student groups • Improve teacher quality • Improve curriculum • Share best practices among school/district • Communicate education issues more effectively among key stakeholders • Promote parental in the education process • Increase dialogue within the education community. | | |

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| Schedule # 4C—Performance Assessment and Evaluation | | |
| Part 2: Process for Development of Performance Goals | | |
| Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). Snyder ISD/Snyder Elementary will ensure that campus performance goals meet annual yearly progress (AYP) and are created by: | | |
| <ul style="list-style-type: none"> Setting measurable goals and objectives Collecting data using paper and electronic methods Delivering information to decision makers (classroom, building, district) Clearly identifying levels of performance and opportunities for improvement Using benchmarking to manage the change process <p>Snyder ISD/Snyder Elementary will take the following steps in developing campus performance goals. Decision makers will include as many stakeholders, including district/campus leaders, teachers, para-professional staff, parents and the community (school community team). Those steps include but are not limited to:</p> <p>Step 1 – Identify and articulate a Vision The school principal will help the school community to develop or endorse the schools vision that embodies the best thinking about teaching and learning. Campus leaders will inspire others to reach for ambitious goals.</p> <p>Step 2 – Create Shared Meaning District and campus leaders will help the school community to create shared meanings and understandings to support the school's vision. School legitimacy and effectiveness are enhanced when both internal and the broader community share clear understandings about students, learning and schooling.</p> <p>Step 3 Create High Performance Expectations Convey expectations for quality and high performance of students. Help others see the challenging nature of the goals being pursued.</p> <p>Step 4 Foster the acceptance of group goals Promote cooperation and assist others to work</p> <p>Step 5 Monitor Organizational Performance Maintain a school improvement team that engages in continuous examination of school practices, guided by standards and indicators of effective district practice.</p> <p>Step 6 - Communicate Team will create definable objectives that will provide a way of measuring the movement towards vision achievement. This is the real strategy of turning visions into reality. It is the crossover mechanism between the forecast of the future and the envisioned, desired future. Objectives are stated in precise, measurable terms. The aim is to get general ownership by the entire team.</p> <p>Step 7 - Tasks Assign tasks to appropriate staff who will aide in accomplishing objectives.</p> <p>Step 8 - Timelines Establish a priority for the tasks. Since time is precious and many tasks must be accomplished before another can begin, establishing priorities will help our team to determine the order in which the tasks must be accomplished and by what date.</p> | | |

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| Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. | | |
| Responses are limited to two pages , front side only, with a font size no smaller than 9-point (Arial or Verdana). | | |
| Step 9 Followup Measure and check to see if the team is doing what is required. This validates that the stated priorities are worthy of action. Following up will determine if the things that need to get done are in fact getting done. | | |
| <p>In conclusion, Snyder ISD/Snyder Elementary will establish high expectations that will challenge all students to reach their maximum potential. Performance goals are built around the belief that the success of Snyder students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate. The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom. These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which Snyder ISD/Snyder Elementary may write challenging curriculum to help all students achieve their maximum potential. Snyder ISD/Snyder Elementary, including the entire school community, will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.</p> <p>TTIPS funding will help our school build capacity and to meet performance goals by:</p> <ul style="list-style-type: none"> • Management teams: The school will run by collaborative decision-making and consensus. Groups of parents, teachers and administrators will meet in structured teams to handle routine administrative matters and problems in the school. They will make major decisions together focusing on quality not quantity. • Emphasis on holistic child development: In every facet of school life and organization, Snyder Elementary TTIPS program will link academic success with healthy child development. Various teams and groups will meet frequently to discuss and work on specific problems with student behavior and how to remove obstacles to learning by creating a caring and nurturing school environment with close links to parents. Snyder Elementary will develop accelerated learning environments and empower learners through academic rigor and inquiry-based instruction. Snyder Elementary will implement bold and dramatic changes that drastically increase student learning, stimulating innovation and change by creating high-performance incentives for students and staff. • Parent volunteers: Snyder Elementary believes in involving parents as much as possible in the running of the school. Parent volunteers will be welcomed and serve a variety of important functions within the school. • Social worker: Social workers will stress the importance of child development. In looking after the emotional well-being of all students, many of whom come from traumatic backgrounds. Social workers will assist the children and help manage the implementation of Tier III Transformation Model in the school environment. | | |

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|--|-----------------------------|------------------------------|--------------------------------|--------------------------------|-------------------------------|
| 1 | Improve Student Achievement in Reading/ELA | AEIS/AYP | ALL=79% | ALL=83% | ALL=87% | ALL=90% |
| 2 | Improve Student Achievement in Mathematics | AEIS/AYP | ALL=71% | ALL=78% | ALL=84% | ALL=90% |
| 3 | Narrow achievement gap in TAKS between demographic subgroups | AEIS/AYP | GAPS / WH AA=22% H=19% | GAPS /WH AA < 16% H <14% | GAPS /WH AA < 10% H < 9% | GAPS /WH AA < 5% H < 5% |
| 4 | Increase percentage of previous ReadingTAKS failures to Passing TAKS | AEIS REPORT | <50% | <58% | <64% | < 70% |
| 5 | Increase percentage of previous Math TAKS failures to Passing TAKS | AEIS | 26% | < 38% | <50% | <60% |

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 | School improvement plan is based on data analysis and problem clarification | CAMPUS WIDE NEEDS ASSESSMENT | NA | 80% | 90% | 100% |
| 2 | Develop improvement plan in which goals, evidence of attainment, objectives and strategies are clearly aligned and articulated | CIP/NEEDS ASSESSMENT | NA | 80% | 90% | 100% |
| 3 | Multiple sources of data are collected and used to assess student performance | RTI, AR, AM, AEIS/AYP, TELPAS | NA | 80% | 90% | 100% |
| 4 | Assessment, curriculum, and instruction are aligned | C-SCOPE USE REPORTS | C-SCOPE-1 ST YEAR IN USE | REQ FOR ALL GR/SUB., WKLY MTGS | C-SCOPE REQ; PDAS ACCOUNT ABLE | C-SCOPE REQ; PDAS ACCOUNT ABLE |
| 5 | Staff learn about research-based strategies that address the identified problem(s) | PROFESSIONAL DEVELOPMENT RECORDS | 25% STAFF | 75% STAFF | 90% STAFF | 100% STAFF |

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---|-----------------------------|------------------------------|----------------------|----------------------|----------------------|
| 1 | Promotes collaborative problem solving and open communication | CAMPUS LEADERSHIP | PROFICIENT | EXCEEDS | EXCEEDS | EXCEEDS |
| 2 | Assists in collecting, analyzing, and using data to identify school needs | CAMPUS LEADERSHIP | NEEDS IMPROVEMENT | PROFICIENT | EXCEEDS | EXCEEDS |
| 3 | Uses data to identify and plan for needed changes in the instructional program | CAMPUS LEADERSHIP | NEEDS IMPROVEMENT | PROFICIENT | EXCEEDS | EXCEEDS |
| 4 | Implements and monitors the school improvement plan | CAMPUS LEADERSHIP | PROFICIENT | EXCEEDS | EXCEEDS | EXCEEDS |
| 5 | Uses systems thinking to establish a clear focus on attaining student achievement goals | CAMPUS LEADERSHIP | PROFICIENT | EXCEEDS | EXCEEDS | EXCEEDS |

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 | Increased student/teacher contact in/out of class | CAMPUS SCHEDULE/TEACHER RECORDS | 5 hours daily | 5 ¼ hours daily | 5 ½ hours daily | 5 ¾ hours daily |
| 2 | Number of hours in before school and/or afterschool program | TUTORIAL RECORDS | 1 hour per week | 2 hours per week | 3 hours per week | 4 hours per week |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

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| 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 | Collaborates with stakeholders in the school improvement process | SBDM MTG MINUTES/CAMPUS SIGN IN SHEETS /SURVEYS | NEEDS IMPROVEMT | PROFICIENT | MEETS EXPECTATIONS | EXCEED |
| 2 | Aligns all school resources with school improvement priorities | CAMPUS SIGN IN SHEETS /SURVEYS | NEEDS IMPROVEMT | PROFICIENT | MEETS EXPECTATIONS | EXCEED |
| 3 | Number of parents and community members in school organizations | CAMPUS SIGN IN SHEETS /SURVEYS | 250 | 275 | 300 | 325 |
| 4 | Number of hours parents are enrolled in GED/ESL/Parenting Ed classes | CAMPUS SIGN IN SHEETS /SURVEYS | 15 PER WK | 20 | 20 | 20 |
| 5 | Number of volunteers | CAMPUS SIGN IN SHEETS /SURVEYS | 350 | 400 | 450 | 500 |
| Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable. | | | | | | |
| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
| 1 | Decrease the number of student referrals for disciplinary action | PEIMS; ASSIST. PRINCIPAL DISCIPLINE REPORTS | PBS IN PLACE; CURRENT REFERRAL RATE = .02% | .02 | .02 | .02 |
| 2 | Increase the school's ADA | PEIMS | 96.3 | 97 | 97.5 | 97.5 |
| 3 | Increase the number of positive rewards for responsible student behaviors. | PEIMS; AP DISCIPLINE REPORTS | MONTHLY REWARDS, ANNUAL | WEEKLY, MONTHLY, ANNUAL | WEEKLY, MONTHLY, ANNUAL | WEEKLY, MONTHLY, ANNUAL |
| 4 | | | | | | |
| 5 | | | | | | |

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|--|---|------------------------------|----------------------|----------------------|----------------------|
| 1 | Evidence of active, successful student participation and engagement in the learning process | PDAS, WALK THROUGH OBSERVATION REPORTS | NEEDS IMPROVEMENT | PROFICIENT | PROFICIENT | EXCEEDS |
| 2 | Evidence of learner-centered instruction, high level questioning techniques, quality integration of technology in conjunction with instruction | PDAS PDAS, WALK THROUGH OBSERVATION REPORTS | NEEDS IMPROVEMENT | PROFICIENT | PROFICIENT | EXCEEDS |
| 3 | Teacher evaluation and feedback on student progress | PDAS, WALK THROUGH OBSERVATION REPORTS | PROFICIENT | PROFICIENT | EXCEEDS | EXCEEDS |
| 4 | Effective management of student discipline, instructional strategies, time and materials | PDAS, WALK THROUGH OBSERVATION REPORTS | PROFICIENT | PROFICIENT | EXCEEDS | EXCEEDS |
| 5 | Evidence of participation in improvement of academic performance of all students on the campus activities | PDAS, WALK THROUGH OBSERVATION REPORTS | NEEDS IMPROVEMENT | PROFICIENT | PROFICIENT | EXCEEDS |

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 | Rigorous content standards are established. | Campus Improve. Plan | Needs Improvement. | Satisfactory | Exceeds Expectations | Exceeds Expectations |
| 2 | Student progress is tested. | TEKS, TPRI benchmarks, other local develop. | Needs Improvement. | Satisfactory | Exceeds Expectations | Exceeds Expectations |
| 3 | Professional development is aligned with standards and test results. | TEKS, TPRI benchmarks, other local develop. | Needs Improvement. | Satisfactory | Exceeds Expectations | Exceeds Expectations |
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| Schedule # 4D—Equitable Access and Participation: Barriers and Strategies | | | | | |
| No Barriers | | | | | |
| # | No Barriers | Students | Teachers | Others | |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| Barrier: Gender-Specific Bias | | | | | |
| # | Strategies for Gender-specific Bias | Students | Teachers | Others | |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| A99 | Other (Specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others | |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B08 | Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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

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

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

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

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| Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary | | | | |
| Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A | | Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276 | | |
| Project Period: August 1, 2010 through June 30, 2013 | | | | |
| Class/Object Code and Description | Campus Grant Costs | LEA Admin Grant Costs | Pre-Award Cost | Total Grant Funds Budgeted |
| Payroll Costs 5B 6100 | \$ 2,730,898 | \$ | \$ 45,833 | 2,776,731 |
| Professional and Contracted Services 5C 6200 | \$ 690,400 | | | \$ 690,400 |
| Supplies and Materials 5D 6300 | \$ 1,443,414 | | | \$ 1,483,414 |
| Other Operating Costs 5E 6400 | \$ 82,455 | | \$ 15,000 | \$ 97,455 |
| Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only) 5G 6600/15XX | \$ 92,000 | | | \$ 92,000 |
| | Total Direct Costs | \$ 5,059,167 | | \$ 60,833 |
| | 5 % Indirect Costs | \$ 130,000 | | \$ 130,000 |
| Grand Total | | | | |
| Total Budgeted Costs: | | \$ 5,059,167 | \$ 130,000 | \$ 60,833 |
| \$5,250,000 | | | | |
| Administrative Cost Calculation | | | | |
| Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs | | | | 5,250,000 |
| Multiply by (% limit) | | | | X 5 |
| Enter Maximum Allowable for Administration, including Indirect Costs | | | | \$ 262,500 |

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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 | RTI Math and Reading Coaches x 12 staff @ 15 hrs. wk. @ \$ 25 hr. x 36 weeks x 3 years) | | 12 | | 486,000 |
| Program Management and Administration | | | | | | |
| 4 | Project Director | Oversee grant project (\$ 65,000 with 3% annual increase) | 1 | | 10,833 | 190,917 |
| 5 | Project Coordinator | | | | | |
| 6 | Teacher Facilitator | | | | | |
| 7 | Teacher Supervisor | | | | | |
| 8 | Secretary/Administrative Assistant | | | | | |
| 9 | Data Entry Clerk | | | | | |
| 10 | Grant Accountant/Bookkeeper | | | | | |
| 11 | Evaluator/Evaluation Specialist | | | | | |
| Auxiliary | | | | | | |
| 12 | Counselor | | | | | |
| 13 | Social Worker | 1 for K -2 grades; 1 for 3 - 5 grades (\$ 35,000 each w/3% annual increase) | 2 | | | 217,000 |
| 14 | Child Care Provider | | | | | |
| 15 | Community Liaison/Parent Coordinator | 1 for K -2 grades; 1 for 3 - 5 grades (\$ 25,000 each w/3% annual increase) | 2 | | | 154,545 |
| 16 | Bus Driver | | | | | |
| 17 | Cafeteria Staff | | | | | |
| 18 | Librarian | | | | | |
| 19 | School Nurse | | | | | |
| Other Employee Positions | | | | | | |
| 22 | Title: | K - 5 grade Math Data Analyst (\$ 45,000 w/3% annual increase) | 1 | | | 139,095 |
| 23 | Title: | K- 5 grade Reading Data Analyst (\$ 45,000 w/3% annual increase) | 1 | | | 139,095 |
| 24 | Title: | Grant Manager (\$ 30,000 w/3% annual increase) | | 1 | 5,000 | 87,727 |
| 25 | Title: | | | | | |
| 26 | Subtotal Employee Costs | | | | \$ 15,833 | 1,414,379 |
| Substitute, Extra-Duty, Benefits | | | | | | |
| 27 | 6112 | Substitute Pay (while teachers attend training at the local, regional, state, national level) | | | \$ | \$ 25,000 |
| 28 | 6119 | Professional Staff Extra-Duty Pay: beyond school day training; afterschool student enrichment activities = \$ 100,000 each year; Financial incentives based on point system | | | 25,000 | 975,000 |
| 29 | 6121 | Support Staff Extra-Duty Pay : beyond school day training; afterschool student enrichment \$ 25,000 each year; financial incentives based on point system | | | 5,000 | 130,000 |
| 30 | 6140 | Employee Benefits (Full time = \$ 3,600 x 7 each yr. and 9.7% for all others) | | | | 232,352 |
| 31 | Subtotal Substitute, Extra-Duty, Benefits Costs | | | | \$ 30,000 | 1,362,352 |
| 32 | Grand Total Payroll Budget (line 26 + line 31) | | | | \$ 45,833 | 2,776,731 |

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| Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval | | | | | | |
| Expense Item Description | | | | Pre-Award | Total Amount Budgeted | |
| 621 | Audit Costs (other than audits required under OMB Circular A-133) | | | \$ | \$ | |
| 2 | Specify purpose: _____ | | | | | |
| 626 | Rental or Lease of Buildings, Space in Buildings, or Land | | | | | |
| 9 | Specify purpose and provide calculation: _____ | | | | | |
| 629 | Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) | | | | | |
| 9 | Specify purpose: _____ | | | | | |
| 629 | Scholarships and Fellowships (not allowed for nonprofit charter schools) | | | | | |
| 9 | Specify purpose: _____ | | | | | |
| Subtotal | | | | | | |
| 6200 – Professional and Contracted Services Cost Requiring Specific Approval | | | | | | |
| Professional and Consulting Services (6219/6239) Less than \$10,000 | | | | | | |
| # | Topic/Purpose/Service | | | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| 1. | Best Practices Reading | | | \$ 3,000 | \$ | \$ 3,000 |
| 2. | Best Practices Math | | | \$ 3,000 | | \$ 3,000 |
| 3. | Best Practices ELA | | | \$ 3,000 | | \$ 3,000 |
| 4. | Building Motivation and Self Esteem | | | \$ 3,000 | | \$ 3,000 |
| 5. | Parent Involvement | | | \$ 3,000 | | \$ 3,000 |
| 6. | Best Practices Data | | | \$ 3,000 | | \$ 3,000 |
| 7. | | | | | | |
| 8. | | | | | | |
| 9. | | | | | | |
| 10. | | | | | | |
| Subtotal | | | | | | |
| Professional and Consulting Services Less than \$10,000 | | | | \$ | \$ 18,000 | |
| Professional and Consulting Services (6219) Greater than or Equal to \$10,000 | | | | | | |
| 1. Description of Professional or Consulting Service (Topic/Purpose/Service): | | | | | | |
| SIRC services for model implementation (as required in the RFA) | | | | | | |
| Contractor's Cost Breakdown of Service to be Provided | | | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs | | | | \$ | \$ | \$ |
| Title: _____ | | | | | | |
| Subgrants, Subcontracts, Subcontracted Services | | | | 260,400 | | 260,400 |
| Supplies and Materials | | | | | | |
| Other Operating Costs | | | | | | |
| Capital Outlay (Subgrants Only) | | | | | | |
| Indirect Cost (%) | | | | | | |
| Total Payment: | | | | 260,400 | | 260,400 |

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| Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.) | | | | |
| Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.) | | | | |
| 2. Description of Professional or Consulting Service (Topic/Purpose/Service): External Partner Services (Supplemental educational services) | | | | |
| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs | | \$ 400,000 | \$ | \$ 400,000 |
| Title: Complete School Reform (3 years of service) | | | | |
| Subgrants, Subcontracts, Subcontracted Services | | | | |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| Total Payment: | | \$ 400,000 | \$ | \$ 400,000 |
| 3. Description of Professional or Consulting Service (Topic/Purpose/Service): | | | | |
| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs | | \$ | \$ | \$ |
| Title: Program Evaluation \$ 10,000 each year for three years | | | | |
| Subgrants, Subcontracts, Subcontracted Services | | | | |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| Total Payment: | | \$ | \$ | \$ |
| 4. Description of Professional or Consulting Service (Topic/Purpose/Service): | | | | |
| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
| Contractor's Payroll Costs | | \$ | \$ | \$ |
| Title: | | | | |
| Subgrants, Subcontracts, Subcontracted Services | | | | |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| Total Payment: | | \$ | \$ | \$ |
| Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000: | | \$ | \$ | \$ |
| | | | | |
| Subtotal of Professional and Contracted Services Costs Requiring Specific Approval: | | 660,400 | | 660,400 |
| Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000: | | 30,000 | | 30,000 |
| Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000: | | | | |
| Remaining 6200- Professional and Contracted Services that do not require specific approval: | | | | |
| Grand Total: | | 690,400 | | 690,400 |

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| Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval | | | | | |
| Expense Item Description | | | | Pre-Award | Total Budgeted |
| Technology Hardware- Not Capitalized | | | | \$ | 1,312,048 |
| # | Type | Purpose | Quantity | | |
| 1 | Laptops | Staff and student one/one use for K - 3 rd grade | 700 | | |
| 2 | iPads | Staff and student one/one use for 4 - 5 th grade | 650 | | |
| 3 | Portable computer labs | Transform traditional classrooms into a temporary computer lab to support specific class learning objectives requiring PC access, such as hands-on or multimedia learning, collaborative tools or special presentation tools. | 8 | | |
| 4 | | | | | |
| 6399 | | | | | |
| 6399 | Technology Software- Not Capitalized | | | \$ | 75,000 |
| 6399 | Supplies and Materials Associated with Advisory Council or Committee | | | | |
| Total Supplies and Materials Requiring Specific Approval: | | | | | 1,387,048 |
| Remaining 6300- Supplies and Materials that do not require specific approval: | | | | | 96,366 |
| Grand Total | | | | | 1,483,414 |

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| Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval | | | | | |
| Expense Item Description | | | | Pre-Award | Total Budgeted |
| 6411 | Out of State Travel for Employees (Includes registration fees) Specify purpose: Visit exemplary programs each year of grant project; national conferences | | | \$ | \$ 37,000 |
| 6412 | Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Project based learning/Educational Excursions | | | | 15,000 |
| 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: Visit exemplary programs; state/national conferences | | | | 18,000 |
| 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: | | | | | 70,000 |
| Remaining 6400 - Other Operating Costs that do not require specific approval: | | | | 15,000 | 27,455 |
| | | | | \$ 15,000 | 97,455 |

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| 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 | | 208902 County-District No. _____ Amendment No. | |
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| Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization) | | | | | |
| | Description/Purpose | Unit Cost | Quantity | Pre-Award | Total Budgeted |
| 6699/15XX- Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | Purchase books to supplement materials in the classroom and to purchase leveled readers for guided reading for K – 5 | | | | 61,000 |
| 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 | Furniture for Tutorial Centers in each of 62 classrooms @ \$ 500 each. | | | | 31,000 |
| 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: | | | | | 92,000 |

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| SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 208902 County-District No. |
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 208902 County-District No. |
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

S. Unfair Business Practices: 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.

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

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

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

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

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

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

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

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

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

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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business:** Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>208902</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 | <div style="text-align: right;">208902</div> <div style="text-align: right;">County-District No.</div> |
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

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| 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 | <div style="text-align: right;"> <u>208902</u> County-District No. </div> |
| 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.

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| SCHEDULE #6C. Lobbying Certification | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000. | <div style="text-align: right;"> <u>208902</u> County-District No. </div> |
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

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| SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>208902</u> County-District No. |
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

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| SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>208902</u> County-District No. |
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

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| SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 208902 County-District No. |
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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| SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 208902 County-District No. |
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4. Highly Qualified:

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

- 5. Parental Involvement:** The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:
- (A) that parents play an integral role in assisting their child's learning;
 - (B) that parents are encouraged to be actively involved in their child's education at school;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
 - (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

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| SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 208902 County-District No. |
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.

4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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