

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Fort Worth ISD Organization Name	220-905 County-District#
		Southwest HS Campus Name	014 Campus Number
		756001613 9-Digit Vendor ID#	XI 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	X	<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
Melody	A	Johnson	
Phone	Fax	Email	(preferred)
817.871.2432	817.871.2497	Tracy.marshall@fwisd.org	

Only the legally responsible party may sign this application.

5/24/2010

6 complete copies of the application, at least 3 with original signature(s), must be submitted to the Texas Education Agency by 5/24/2010.

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

TEA DOCUMENT CONTROL NO.

701-10-112-096

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant		
Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
<p>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.</p>		
1 <input type="checkbox"/>	Proof of Nonprofit Status Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input checked="" type="checkbox"/>	Assurance of Financial Stability Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 <input checked="" type="checkbox"/>	Assurance of Submittal of Reviewer Information Form Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Fort Worth Independent School District					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
100 N University Drive	Ste. SW 204	Fort Worth	TX	76107	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
12	073177776	1CKT2	4819700		
Campus Name			County-District Campus Number		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name	Title		
Tracy	L	Marshall	Executive Director, Grants & Development		
Telephone	Fax	Email			
817.871.2452	817.871.2497	Tracy.marshall@fwisd.org			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
100 N University Drive	Ste. SW 204	Fort Worth	TX	76107	
Secondary Contact					
First Name	Initial	Last Name	Title		
Yassmin		Lee	Principal		
Telephone	Fax	E-mail			
817.370.5800	817.370.5833	Yassmin.lee@fwisd.org			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
4100 Alta Mesa		Fort Worth	TX	76133	

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Texas Title I Priority Schools Grant Schedule #3—Purpose of Amendment						
Part 1: Schedules Amended (Check all schedules that are being amended.)						
When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.						
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Schedule #1—General Information <input type="checkbox"/> Schedule #3—Purpose of Amendment <input type="checkbox"/> Schedule #4—Program Requirements <input type="checkbox"/> Schedule #4A—Program Abstract <input type="checkbox"/> Schedule #4B—Program Description <input type="checkbox"/> Schedule #4C—Performance Assessment and Evaluation <input type="checkbox"/> Schedule #4D—Equitable Access and Participation </div> <div style="width: 50%;"> <input type="checkbox"/> Schedule #5—Program Budget Summary <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 <input type="checkbox"/> Schedule #5G—Total Outlay 6600/15XX (Exclusive of 6619 and 6620) </div> </div>						
NOTE: The last day to submit an amendment to the grant is 90 days prior to the ending date of the grant.						
Part 2: Revised Budget						
Complete this part if there are any budgetary changes.						
Line No.	Sch. No.	Class/ Object Code	Total Project Costs Previously Approved Budget	B Amount Deleted	C Amount Added	D New Budget
01	5B	6100	\$	\$	\$	\$
02	5C	6200	\$	\$	\$	\$
03	5D	6300	\$	\$	\$	\$
04	5E	6400	\$	\$	\$	\$
05	5G	6600/15XX	\$	\$	\$	\$
06	Total Direct Costs	\$	\$	\$	\$	\$
07	Indirect Cost (%)		\$	\$	\$	\$
08	Total Costs		\$	\$	\$	\$

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<p>Texas Title I Priority Schools Grant</p> <p>Schedule #3—Purpose of Amendment</p>		
<p>Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.</p>		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary</p> <p>2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code</p> <p>3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G)</p> <p>4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs</p> <p>5. Addition of a new item of computer hardware/equipment (not covered by Schedule #5C—Supplies and Materials)</p> <p>6. Addition of a new item or increase in quantity of capital outlay item(s) over \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more</p> <p>7. Addition of a new item of capital outlay items less than \$5,000.</p> <p>8. Reduction of funds allotted for _____</p> <p>9. Additional funds needed</p> <p>10. Change in scope of objective _____ regardless of whether there is an associated budget revision requiring prior approval</p> <p>11. Other (Specify) _____</p>	
<p>Part 4: Amendment Justification</p> <div style="height: 100px;"></div>		

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

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

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

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

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

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

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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. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement 		

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

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

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" 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>Southwest High School has seen a major demographic shift in the past 7-10 years. Previously a predominately White, middle class campus with very few Hispanic students, Southwest HS is now a majority minority student population that is 37% African American, 29% Hispanic, and 31% White. AEIS shows significant performance gaps across all tests with African American students averaging 21.3% below White students. Hispanic students average 10.5% below White students with only one measure, 9th grade reading, being equal. TAKS performance at this campus falls below state averages for all tests (AEIS 2008-09 data). The Transformation model for campus turnaround has been chosen because of its emphasis and alignment to the key FWISD and campus <u>goal</u> of emphasis on <u>adult behavioral change</u> that will provide capacity for long-term academic growth and <u>student success</u>. Specific campus <u>objectives</u> (with rationale) developed to address gaps, barriers and weaknesses and project responses, aligned to the required and permitted activities of the transformation model include:</p> <ol style="list-style-type: none"> 1. Improve fidelity of implementation of existing programs and systems: Systems exist within the district for various needs such as data use (DataSmart Dashboards), Response to Intervention, Curriculum Framework, Staff Evaluation, Value-Added Incentives, etc., but results have not been as great as research would predict due to issues with faithful execution of interventions. At the campus level, staff implementation of previous training and collaborative planning have been hampered in the past by a haphazard leadership structure with a lack of clarity in job duties, lack of clarity regarding goals and accountability and poor communication. This grant will provide for additional staff assistance for training, monitoring, communication and program implementation to maximize adult actions to achieve positive results for students and support the structural changes initiated by the new principal in 2009/2010. Additional support for the campus at the district administration level will be provided through the District Shepherd and Transformation Office to ensure that data and systems are responsive to the needs of the campus. 2. Increase planning and professional development: Teachers and school leaders have expressed need for additional time for vertical and horizontal planning, and professional development for greater understanding and facility of use with data and program tools as mentioned in #1. This grant will provide extended hours and days for targeted campus level professional development, data-based planning, and regular grade-level and core content meetings to ensure maximum academic gains. 3. Improve parent participation: Parent-school and school-parent communication deficiencies hamper the ability of families to be full partners in ensuring student success, as affirmed by both teacher and parent surveys. This grant will provide funding for full-time parent liaisons and a college readiness counselor to assist with targeted programs designed to improve family participation and learning opportunities for parents and families in effective discipline, homework help resources, and career/college planning. As requested by teachers, professional development will also be provided on techniques for working with and communicating with parents effectively. 4. Increase student-centered learning time: Through data analysis, extended day and extended year programs will be targeted to groups of children who are lagging behind in achievement, with specialized learning tools and very low student/teacher ratios to ensure academic success for students not achieving at grade level. A summer program will be offered to students in special education classes which will minimize "summer slideback" and reduce amount of time spent on re-teaching of previously taught objectives. Additionally, highly qualified tutors and/or teacher aides will be provided for targeted classrooms to increase opportunities for focused "table time" by teachers with selected groups of students. Appropriate technology will be supplied to allow for greater participatory, student-centered learning, with support for instructional technology. <p>The campus has demonstrated need and commitment to implement <u>all required</u> and many of the suggested strategies outlined in the TEA Transformation Model, aligned to the objectives listed above. The campus has chosen the extended planning model for implementation with TEA/SIRC guidance and assistance with the campus snapshot, comprehensive needs assessment and planning time scheduled in the Fall of 2011. It is anticipated that more detailed and specific goals and objectives will be developed as a part of this process. Activities in Schedule 4B, Part 3, Section D will be tailored to the fundamental issues demonstrated in the full needs assessment. Program goals and objectives align with the RFA purpose and goals, rationale for program design, etc. Specific alignment of needs to proposed research-based strategies and interventions are found in the Improvement Activities and Timeline Section, Part 3,D of this application.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	0	0	0	0	0	0	0	0	0	0	428	361	342	337	1468
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Students:	0	0	0	0	0	0	0	0	0	0	428	361	342	337	1468
Total Instructional Staff														110	
Total Support Staff														8	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	State-Required Assessment Records														
2	Local Assessment Records (Curriculum-Based-Assessments)														
3	Student Attendance Records														
4	Class Grades														
5	Student Discipline Records														
6	Staff Attendance Records														
7	Staff In-Service Records (Type of In-Service, Attendance, Evaluation)														
8	LearningWalk Records														
9	Staff/Student Survey Results														
10	Parent Involvement Activity Records														
11	School Climate data - teacher, parent and student surveys														
12															

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Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
<p>The needs assessment process includes three levels, with planning at both LEA and campus levels:</p> <ol style="list-style-type: none"> On an LEA basis, school leadership directors and assistant superintendents, along with curriculum and instruction leadership, met in Spring 2010 to review options for school improvement and create recommendations aligned to available district and campus-level data. Based on past year results and knowledge of current campus status, recommendations were prepared for campuses as to type of reform process. Data review included both quantitative and qualitative measures, including: <ul style="list-style-type: none"> • Campus AEIS Data • TAKS Reading Results • TAKS Math Results • TAKS Science Results • TAKS Social Studies Results • Campus Climate Surveys administered to students, parents, and faculty • Curriculum Based Assessment (CBA) Results Using similar data sources, consultations were then held with campuses regarding options and needs before making a final determination of recommended reform interventions. Initial campus assessments for transformation needs were conducted by district directors, campus principals, and assistant principals, with input from other school, parent, and community leaders and project development staff. Based on specific concerns of each campus and their confirmation by data review, recommendations were made for the general direction of school improvement through transformation which are detailed in this application, along with suggestions for targeted programs and activities and appropriate budgets aligned to these needs and activities. Campus administration, faculty, parents and community leaders will meet in the summer of 2010 to examine more data not yet available and to review and revise the Campus Education Improvement Plan (CEIP). The data to be examined includes, but is not limited to the items listed above in relation to the factors listed below. With the choice of the Extended Implementation Timeline, throughout the fall of 2010-Spring of 2011, the district and campus, with technical assistance from the TEA-designated provider School Improvement Resource Center (SIRC), will develop a District and Campus snapshot, prepare a Comprehensive Needs Assessment (CNA), and prepare final recommendations for the full transformation implementation. Data listed above will be used for an evidence-based examination of school programs and processes. With pre-visit surveys and on-site interviews, this comprehensive needs assessment will include an analysis of factors such as: <ul style="list-style-type: none"> • Demographics – past and current status, any shifts projected or already in process • Student Achievement –past and current, as compared to schools with comparable demographics in the district and the state • School Culture and Climate – special emphasis on changes occurring over time, and areas of concern or improvement • Staff Quality, Recruitment and Retention – from district records, as well as observation of teaching and leadership practices • Curriculum, Instruction, and Assessment – special attention to campus instruction alignment with district curriculum framework • Family and Community Involvement – not limited to parents, but including other family members/guardians, and business, social service, university and faith-based institutions who are neighborhood stakeholders • School Organization – comparison of campus organization to standard district structures with analysis of relationships and organizational effectiveness and capabilities • Technology – status of hardware and software, but especially instructional technology implementation capability and status <p>The data will be collected and analyzed with the assistance of SIRC and the FWISD Accountability and Data Quality Department, and a gap analysis will be conducted to prepare for action on critical needs and priorities, with activities and expenditures. After identification of focus areas, activities in various areas of reform will be targeted, in part based on evidence of support for change and ability to meet the challenges uncovered. The results from this CNA will be compared with the original application, and adjustments to program activities and budget will be recommended as appropriate to ensure campus transformation.</p>		

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Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Transformation Team		
2	District Leadership		
3	Campus Principal		
4	Campus Assistant Principals		
5	Teachers		
6	Counselors		
7	Campus Consultants		
8	Parents		
9	Students		
10	Community Members		

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Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>Superintendent Melody A. Johnson leads the team committed to making the Fort Worth Independent School District (FWISD) the best urban school district in the nation. In her short tenure, she has led the development of a new and relevant curriculum, instituted measures of accountability and sound business practices, and looked to the future by establishing FWISD as a "Digital District."</p> <ul style="list-style-type: none"> • Under Dr. Johnson's leadership, FWISD educators wrote and implemented a new curriculum framework • During her tenure, voters approved a record \$594 million Capital Improvement Program (in November, 2007) which is currently on time and on budget. • With Dr. Johnson's guidance, the FWISD will be the first and largest public school system to install interactive whiteboards in every classroom in the District. <p>She has also deeply engaged the community and led broad-based public initiatives; showing local leaders ways they can positively impact school completion and academic success in math and science. Along the same lines, she established the first Office of Parent Engagement and is aggressively recruiting parents, school by school, to become more involved and empowered in their children's academic futures.</p> <p>Dr. Johnson has a strong record of success in closing the achievement gap. The gap in achievement between White students and African-American and Hispanic students is often described as the Civil Rights issue of the 21st century. At FWISD over the past several years, all student groups have experienced significant improvements in student achievement. Like other large, urban school districts, gaps in student achievement are still present. Eliminating the achievement gap, identified as a FWISD targeted priority initiative, is an accelerated, comprehensive district-wide focus built upon specific, research-informed strategies. Numerous efforts are monitored under the umbrella of this initiative including the following:</p> <ul style="list-style-type: none"> • TEKS-aligned curriculum in an online system with aligned six-week assessments • Adoption of a full Special Education Inclusion Model for special needs students • Redesign of ESL/Bilingual education delivery systems • Integration of Response to Intervention (RTI) model within the Curriculum Frameworks • New data disaggregation systems which allow improved access to student level achievement information • Revised Campus Educational Improvement Plans, which have a specific focus on the achievement gap • Multiple student, parent, and community engagement activities • District-wide professional development and data studies targeted to address the achievement gap in FWISD <p>FWISD leadership has a strong track record of contributing to the broader goal of a culture of research-informed decision-making with partner agencies within the field of education. Evidence of this includes active participation in the Texas School Alliance which represents 29 of the larger more urban and diverse school districts educating approximately one-third of all Texas students and more than one-third of all minority students. These districts work together to provide a positive and significant impact on public education by bringing together selected school districts with mutual concerns to work cooperatively for the benefit of all public school children. FWISD is participating in the Consortium on Chicago School Research, a national affiliation to explore important research related to secondary school reform and post secondary tracking. These are just two examples of the types of research projects FWISD staff and teachers participate in with local and national universities, foundations, and research facilities.</p> <p>FWISD has extensive experience in the efficient and effective implementation of grant-funded programs. Since 1999, FWISD has received over \$250,000,000 in grant awards and manages 133 active grant projects. Each district grant project is managed on a day-to-day basis by its management committee, a group composed of administrative, campus-based, and community stakeholders. This management committee develops an action plan for project activities; problem solves implementation difficulties, and monitors efficient and effective expenditure of funds.</p>		

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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>There are a number of established stakeholder engagement and communication vehicles across the district, which have provided important input for this planning grant. These forums are intended to solicit feedback, concerns and recommendations from a wide range of interested parties on an on-going basis throughout the year. In our efforts around continuous improvement, these vehicles have provided critical input and feedback for district and campus planning and evaluation:</p> <ul style="list-style-type: none"> • District Advisory Committee: The District Advisory Committee is a group of interested individuals who meet about six times per year to advise the Superintendent and Board on educational plans, goals, performance objectives, and major classroom instructional programs. Established by law, the committee is made up of representatives from the professional staff of the district, parents of students enrolled in the district, and business and community members. The Superintendent consults regularly with the committee regarding matters pertaining to curriculum, new programs and initiatives, and progress toward achieving educational goals. • Site Based Decision Making Committee (SBDM): The SBDM is a collaborative group a an individual school with representative voices from administrators, teachers, parents, business/community members and central office staff. The purpose of the site-based decision-making in FWISD is to make informed decisions which will ultimately improve the level of student achievement for all students in all schools. The role and responsibility of the SBDM is to provide input to the principal. By law, the SBDM must review and sign off on the campus' educational improvement plan which is completed annually. • Campus Climate Surveys: Annually at each campus in the district a survey is given to all professional staff as well as students (grades 6-12) to gauge the climate of the campus. This survey measures strengths and weaknesses in a campus as perceived by these critical stakeholders. There is critical analysis of the levers of respect, support, effective leadership and recommendations for improvement. Additionally, there is a parent survey which also gauges their important feedback. • District Instructional Survey (DITS): The DITS survey is also conducted annually with principals. The focus of the DITS is to inform both campus and district leadership of teacher perceptions of the impact and quality of instructional strategies. Principals and key district staff review the results of the DITS to adjust investments, enhance implementation plans and to develop appropriate ongoing supports. <p>For the planning process for this grant, the feedback and priorities defined by the planning tools above were considered and reviewed to develop priority areas of investment. The principal then assembled a planning team from his/her campus to confirm individual transformation plans.</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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>FWISD will create a dedicated office with primary responsibility for supporting the campus' school improvement efforts, staffed by the District Shepherd and a Transformation Coordinator, to foster the conditions and capacity for rapid school improvement. Additionally, as a part of the district commitment to transformation, each of the campuses will have an Operations Manager in their building to assure constant communication between stakeholders and district offices for full implementation of the activities to be performed in the grant. Each of these staff persons will be responsible not only for assisting with grant implementation, but with training and development of campus staff and infrastructure to ensure that transformation is maintained for the future.</p>		
<p>Implementation of district policies can at times be restrictive to attempts to foster rapid and transformative developments. Understanding that the most effective strategies for achieving higher student achievement involve needs-based, integrated improvement planning (Schmoker, 2006), FWISD is committed to providing schools with flexibility in implementation of practices that facilitate transformation, including the coordination of goals and objectives with all the resources available, the autonomy of budgeting and expenditures, and streamlining processes such as purchasing, travel and recruitment and hiring.</p>		
<p>Specific practices for review and implementation personalized for the needs of each campus include the use of Consolidated Resource Management strategies. District Shepherd and Operations manager will use these tools to support school transformation with improved planning capabilities, especially integrating the schools' activities with all the funding resources available to the campus, providing an at-a-glance project tool that allows the Decision Making Team regularly review the plan, funding sources and budget status. This greater emphasis on campus management will provide benefits far beyond the term of the grant, and result in true transformation of campus operations.</p>		
<p>As an integral part of consolidated resource management, transformation campuses will have greater autonomy in the use of budgets. Principals have often been hampered in access to funds for activities implementation under the presumption that they cannot judge appropriate use of funds, particularly with Title I and other grant funds. With the use of consolidated management tools, and coordination support through the monthly grant management meetings with the transformation team, the principals and campus decision-making team will receive guidance to build capacity and give the school the flexibility and autonomy in the use of funds, with no prior approval required up to \$5,000 per purchase.</p>		
<p>In the planning process for this application campuses expressed great need for streamlining purchasing processes. For example, a more effective practice is needed to organize travel processes with the purchasing department for fund distribution and reconciliation procedures. The District Shepherd will assist the purchasing department with implementation of strategies to facilitate this and other procedures to improve campus capability for timely expenditure of funds and fulfillment of grant requirements to ensure campus transformation projects are carried out.</p>		
<p>Each of these initiatives, while district policy and business practice oriented, are based on the expressed need by campuses for greater autonomy in academic programs, professional development, class scheduling (including extended day and year), and other practices that can assure long-term gains in academic achievement. By changing the procedures related to planning and expenditures, campuses are better able to focus their resources on the specific needs of their students. At monthly grant management meetings, campus stakeholders will have the opportunity to review progress, express concerns and request assistance in areas of need, and plan for revisions and adaptations of district procedures to ensure fidelity of implementation of all grant initiatives.</p>		

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Part 2: Project Management Cont.

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

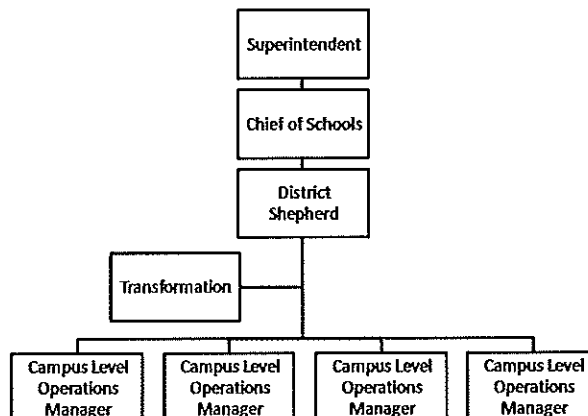
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school Improvement Intervention.

A. Infrastructure Provided with Grant Funds	B. Sustainability from Other Fund Sources	
	(1) Major Activities/Expenditures/ Human Resources	(2) Strategies and Potential Sources
<p>Basic framework provided with grant funds includes expenses associated with:</p> <ul style="list-style-type: none"> Personnel – Project coordinator, internal evaluator, training pay, tutors, project development specialist, substitute teachers Professional Contracted Services –Curriculum/instructional programs, external staff trainers, equipment installation, marketing Supplies – Administrative and classroom, computers and printers, campus curriculum and program aids Other Operating Costs – Required grant travel, student incentives, training, membership fees 	<p>Activities, expenditures, and human resources used from other fund sources are associated with:</p> <ul style="list-style-type: none"> Personnel –Secondary School Leadership staff, Math and Science Administrative staff, Campus Administration, Evaluation Coordinator, Grants Director, Budget & Accounting staff Professional/Contracted Services – maintenance/repair of equipment, utilities, facilities, audit expenses Supplies – General supplies, current curriculum and program aids, reading materials, Other Operating Costs – Facilities, student snacks, student transportation Capital Outlay – Computer labs, copiers, phone system enhancements, furniture 	<p>Strategies and potential sources include:</p> <ul style="list-style-type: none"> Build collaboration with local businesses, community based organizations, and other institutions of higher education thus acquiring additional resources from collaborators. Conduct an extensive evaluation plan to help refine the program, thus identifying the activities that show merit and should be sustained. In-kind cost sharing from local funds. Coordination between funding sources e.g., state and federal compensatory and discretionary funded programs. Development of volunteer and mentoring base. Aggressive state and federal grant development efforts. Establish a FWISD Education Fund to receive tax deductible individual, corporate, and foundation donations in support of grant programs.

Any funding gap experienced by the District may be addressed through various methods by leveraging and reviewing funds from additional sources e.g., Title I funds, local budget, Special Education, Compensatory Education, and Quality Funds.

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The CAMPUS PRINCIPAL will serve as the grant project manager. Qualifications include prior grant management experience; Texas teaching certification; mid-management certification; bachelors and master's degree in Education; and 15 years of overall experience in education. In addition, the principal will act as the lead for all project goals and will support campus Leadership staff in the implementation of the campus wide transformation program. The Campus Principal will oversee all program monitoring which will include, but not be limited to: (1) site visits; (2) email and phone communications; and (3) reviews of budget runs. Internal quantitative and qualitative evaluations, both formative and summative, will be shared monthly with the Management Committee to discuss findings and make recommendations for improvement. At the campus level, involved staff will meet as needed to ensure activities are implemented; professional development is planned, contracts follow board of education procedures and implement all other programs established in the Transformation Plan.</p> <p>The Project Development Specialist will oversee compliance, provide proposal and budget clarification, and prepare amendments to the application as necessary. The Project Development Specialist will be highly experienced in grant/project management and will evince a skill set likely to aid in the efficient and effective implementation of the proposed program. The District Shepherd will serve as the grant owner. The District Transformation office as directed by the shepherd will be responsible for ensuring that all aspects of the grant application are adhered to and to provide district level assistance where required. The District Transformation Office, the Program Evaluator and Project Development Specialist will support the Campus Leadership team in completing all quarterly compliance reports.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>As described in Part 2A Management, FWISD commits to implement a Transformation Office, which will provide concentrated and coherent resources and expertise to priority schools identified through this application award. The office will be connected with other district efforts, but will provide a unique and specialized service with a coherent system of support that provides differentiated services appropriate to each school. FWISD will identify senior staff to direct and coordinate the district's Transformation efforts. The responsibilities of this person will include: oversight of the transformation process, ensuring responsiveness to campus needs from administrative offices; provision of a direct line of communication with the Chief of Schools, assisting in eliminating any district-level barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus (The Center for Comprehensive School Reform and Improvement, 2009). This office will provide schools with the "appropriate operating flexibility, resources and support required to reduce barriers and overly burdensome compliance requirements and to enable a schoolwide focus on student needs and improved achievement" (Mass Insight, 2009).</p> <p>The District Shepherd will</p> <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 • Communicate regularly with the transformation campus • Attend 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 <p>The Transformation Coordinator will support the District Shepherd and</p> <ul style="list-style-type: none"> • Assist the District Shepherd with development of management tools and strategies to assist campuses with Transformation • Support implementation of activities as planned • Assist campuses in understanding changes in processes and practices • Provide support in the processing of administrative documentation, keeping the Principals and Operation Managers informed of status. • Supports management of funds in the Transformation Office • Provides timely, efficient response to campus needs at all times 		



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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.

Based on evaluation findings, FWISD is committed to the sustainability of gains made through TTIPS activities. In the past, the District has been successful in identifying funding sources to support the initial phases of the reform process. State and Federal grant funds have been key, and FWISD plans to continue to aggressively seek additional grant awards, as detailed in the comprehensive sustainability plan (below). The TTIPS management committee, facilitated by the Executive Director of Grants and Development, will lead the search for funding to support aspects of project that require ongoing funding. The Chief of Schools and Chief of Curriculum and Instruction will ensure that research-based system reforms will continue to be implemented with fidelity after the grant ends. The primary aspect of this project that will ensure sustainability of reforms is that the activities and research-based models selected are based on building capacity for **systemic** progress and growth. The skills and knowledge gained by school leaders, teachers, and parents will be key "capital investments" that will continue paying dividends in student achievement after grant completion.


Due to effective, efficient, and quality-centered methods of grant management, many grant projects in the FWISD have had a lasting positive impact on the District, introducing sustained and systemic change. Implementation of TTIPS is a top priority of FWISD's board and administration, and every effort will be made to see that it is funded past the completion date of the grant period through its partners, the community, and state and federal funding sources.

TTIPS Funding Sustainability Plan

Develop: Mission, Vision, Case for Support	Talk with staff, donors and community partners and stakeholders about outcomes of year 2. Review progress toward reform and financial goals, who will benefit, who else needs to be involved. Review community needs and trends, revise transformation plans and vision as necessary. Develop annual report to summarize progress and attract supporters.	August 2012
Research and identify potential stakeholders/prospects	Research corporations, local businesses, foundations other givers who have an interest in school reform. Look for influential people who are stakeholders to act as program champions. Build advisory committee with business leaders and other local influential community members. Ask for feedback from any corporation or foundation that did not fund. Use contacts to build future relationship. Solicit ideas from partners, staff, volunteers, advisory committee about contacts with potential givers with shared interests that they might have.	September-October 2012
Communicate with stakeholders	Talk to local businesses about how school reform can benefit their interests. Ask for their involvement. Review and revise marketing plan. With staff and advisory committee, discuss financial and reform goals. Identify budget items that could be provided in-kind by partners, funders, other stakeholders. Brainstorm other means to provide them. Select methods for fundraising/resource gathering for the year. Determine whether to repeat last year's methods. Use more than one fundraising method (grant writing, direct mail, special event, in-kind resource gathering, phone-a-thon, personal solicitation). Cultivate current and new relationships with media. Craft messages. Announce fundraising campaign's progress. Highlight accomplishments. Share credit with partners.	September-December 2012
Continue to cultivate prospects	Invite prospects, donors to tour program, review accomplishments, suggest improvements. Ask them who else should be involved. Ask them to be involved in new ways. Match language and outcomes to prospect's interests. Send thank-you notes for meetings, contacts, donations. Talk with partners about resources available to meet common goals and defray expenses	November 2012 - ongoing
Create buy in	With fundraising committee, ask for donations, share solicitation responsibilities. Invite press to cover progress, highlight participants and outcomes. Plan on-going meetings with fundraising committee. Celebrate successes. Send thank-you notes and copies of press coverage to all committee members, prospects, and donors.	December 2012 - ongoing
Make the ASK	Implement—write and submit grants, develop mailing list and pitch for direct mail, meet with prospects—ask for specific support.	October-December 2012
Follow-up	Confirm pledges, arrange for payments to be recorded, follow up on grant requests. Schedule to re-contact donors to thank and update on progress, build mailing list. Plan next part of fundraising effort.	November 2012- ongoing
Be a Good Steward	Continue to cultivate current partners and new stakeholders through: • Offering opportunities for continued involvement in shaping the program • Sharing the credit; • Celebrating small successes; • Making sure donors are updated, invited to be involved in new ways.	January 2013- ongoing

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<p>Section A: LEA (District) Capacity Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.</p>		
<p>Although current research does not provide a clear list of the most critical characteristics of high quality external provider services, five characteristics do appear consistently in the research. These qualities are thought to be the most relevant for schools in the process of evaluating the quality of multiple external providers. In order to avoid the failures experienced by so many schools, as we recruit, screen and hire external providers for this project, the FWISD management team will make sure the provider offers services that have the following characteristics:</p> <ul style="list-style-type: none"> • Alignment with established goals. All plans and activities should be aligned with goals that were established by the school during the needs assessment and school and district improvement processes. • Part of a long-term strategy. The provider's services should be offered as part of a long term strategy for improved student learning. The provider should be candid about the fact that making changes to affect student learning is a complex and difficult task that takes time. • Customized. The provider should be prepared to tailor its approach to the school's unique circumstances and needs. It should have a viable plan to get buy-in from key stakeholders. • Research based. The provider's approach should be backed by evidence that it gets desired results in similar circumstances. Ideally, this evidence should come from scientific research, but often no such research exists. In such cases, evidence could take the form of strong anecdotes of effectiveness, references from successful users of the approach, and other indications the approach is "best practice." • Capacity building. All services should be delivered with a strategy for training the school to be able to practice and assess these skills independently. The provider should have a plan for building capacity at the school and evidence that it has accomplished this goal in the past. These capacity-building activities could take the form of a trainer-of-trainers model, annual "brush-up" trainings, and/or co-development of programming with a site-based professional development design team. 		
<p>Strong Selection Process</p>		
<p>After going through the intensive process of determining a vision for the school, performing a thorough needs assessment, and understanding the characteristics of high-quality services, the grant development committee members will be in a position to build the framework for a strong selection process.</p>		
<p>Based on the district's successful implementation of School Improvement Program grants and others, the district will recruit appropriate vendors who are able to meet clearly articulated bid requirements and provide appropriate plans to meet timelines and milestones for implementation of the selected programs.</p>		
<p>The FWISD, as well as all other school districts in the State of Texas, is governed by a state competitive bid law. The purpose and the intent of the competitive process is to help FWISD obtain the best value for goods and services by stimulating competition and providing a level playing field. Therefore, the majority of FWISD purchases for contracted services is done via competitive procurement. A sole source purchase can be made without the benefit of a competitive process when there are no other items available in the marketplace that have the same fit, form and function as the items being purchased. Quality vendors with a good track record of results will be selected to work with the school and district.</p>		
<p>All external providers selected for the project will enter into a partnership with FWISD to implement an already established, systematic plan for execution. Based on its experience, the provider should know what components of its services should receive the initial focus and how and when the other components will eventually be introduced. If the provider has modified its plans to fit the circumstances or preferences of this school, it still should have an overarching implementation strategy that is made clear to the school and the district at the beginning of the partnership.</p>		
<p>To ensure results, the implementation plan should include provisions for periodic evaluation and rethinking of the implementation strategy. Schools, districts, and providers are all dynamic systems that should respond to new situations and research. It is possible an implementation strategy designed two years previously may no longer be the most effective strategy. Therefore, any implementation plan should remain flexible enough to respond to new environments or new information. By maintaining open and frequent communications, the school, district transformation office, and provider should be able to discuss honestly any need for revision of the implementation plan and come to a consensus about the revision.</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.		
School staff will conduct site visits to other campuses successfully implementing the transformation intervention model with guidance and technical support from the School Improvement Resource Center (SIRC) and based on site visit selection criteria developed during the planning stage of the grant program.		
FWISD site visit selection will be informed by the practices and resources of the International Center for Leadership in Education and the Successful Practices Network which provides a way for K-12 educators to share strategies, practices, research, data and experiences. In addition, district and campus staff attend annually the Model Schools Conference which features model high schools, middle schools, elementary schools, and CTE programs that are highly successful at providing every student with a rigorous and relevant education. At the conference, campus leaders will have the opportunity to learn about the nation's highest performing and most rapidly improving schools and will guide the decisions about locations and the expected outcomes of the site visits to be conducted.		
<u>Steps to a Quality Site Visit</u>		
Identify Purposes of Site Visit <ul style="list-style-type: none"> • Involve key stakeholders (e.g., funder(s), project staff, project beneficiaries) • Determine the site visit purposes • Align planning with the site visit purposes 		
Select Sites and Visitors <ul style="list-style-type: none"> • Define a site • Establish site selection criteria • Involve key stakeholders in establishing the criteria • Select the potential sites • Apply the selection criteria • Initially select more sites than needed • Finalize the site visit dates • Work with the sites' schedules first—let them propose dates convenient for them. • Develop an optimal schedule (i.e., does not overburden the sites or the site visitors) • Allow enough time in your schedule planning for site information to be collected and then dispersed to the site visitors, the site visitors to review this information, preparation of the site visitors, and the visits 		
Prepare Protocols <ul style="list-style-type: none"> • Develop protocol content • Assign responsibilities for note taking, data gathering, etc. • Set a schedule ensuring that activities appropriate for the site visit purposes are provided. These may include interviews, facility tours and classroom observations 		
Evaluate Site Visit/Expected Outcomes <ul style="list-style-type: none"> • Analyze the data • Organize notes from site visit • Identify themes and impressions • Aggregate data across sites if needed • Write the report • Divide report sections among team members • Ensure timeliness when working with a team 		

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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.		
		

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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.		
<input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input checked="" type="checkbox"/> Tier III Modified Transformation		
<input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model <i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
<p style="text-align: center;">Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</p>		

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Section B: Model Selection Process –Describe in detail: 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
FWISD developed a TTIPS district decision-making team that includes: <ul style="list-style-type: none"> ▪ Superintendent of Schools ▪ Chief Academic Officer ▪ Chief of Schools ▪ Associate Superintendents of Secondary and Elementary Leadership ▪ Executive Director of Leadership Development & Support ▪ Executive Director of Grants and Development, Management and Monitoring ▪ Executive Director of Strategic Initiatives ▪ Director of Evaluation ▪ Grants staff 		
Through a series of meetings, the team reviewed the four models, the data on the fifty-three eligible FWISD schools, and responded to the “narrowing questions” provided by Texas Education Agency (TEA) from the TTIPS grant overview session packet. After a thorough and comprehensive review, the district’s decision-making team prioritized the eligible campuses.		
Twenty-one FWISD campuses were identified to apply for TTIPS funding based on the following criteria: <ul style="list-style-type: none"> ▪ at least one of the state identified “Tier I” or “Tier II” FWISD campuses ▪ in need of improvement, corrective action, or restructuring ▪ greatest need for the funds ▪ strongest commitment to use the funds to provide adequate resources to raise substantially student academic achievement ▪ posed to make adequate yearly progress and exit improvement status ▪ currently implementing in part the Transformation model within the last two years and plan to continue and complete the implementation of the intervention model with the TTIPS grant funds 		
After the narrowing process was completed, the campus principals were brought together to participate in an overview meeting of the TTIPS grant program. Grant staff utilized the information provided in the TTIPS grant information packet prepared by SIRC to thoroughly inform the campus leadership of the requirements of the grant opportunity with special attention given to the analysis of the four models. The recommendation of both campus and district leadership was to consider the Transformation Model for campus turnaround as it provided opportunities to impact adult behavioral change that will provide capacity for long-term academic growth and student success. Grants staff created a TTIPS Transformation Model Planning Tool that assisted the campus-based planning teams in the necessary discussion and analysis of the Transformation Model and additional improvement activities to complement the model. The campus principals and the campus planning teams with support from district staff met on at least two occasions during the grant development process to respond to the questions posed in the application and to review Critical Success Factors and determine activities, rationale and research for each strategy selected as part of the TTIPS grant proposal. Upon careful and thorough review, the decision was made by the team to select the Tier III Modified Transformation with TEA Designed Model with Technical Assistance provided by the School Improvement Resource Center .		

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<p>Before full implementation, the campus staff will complete all early implementation activities including successful completion of the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, with support from TEA technical assistance. The Model Selection and Description report will be submitted to TEA no later than February 1, 2011. The following activities will be completed by that time: i) complete 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, and v) development of timeline with grant activities. The campus team 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.</p>		
<p>Upon award, FWISD district staff will evaluate the effectiveness of the current principal and use the results of the evaluation to determine, in the case the principals has more than two years in the campus, whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. The FWISD Leadership Performance Standards document for School Leadership will be utilized to evaluate the principal based on standards and practices that reflect high and attainable goals for school leaders.</p>		
<p>The Transformation model for campus turnaround has been chosen because of its emphasis and alignment to the key FWISD and campus <u>goal</u> of emphasis on <u>adult behavioral change</u> that will provide capacity for long-term academic growth and <u>student success</u>. Specific campus <u>objectives</u> (with rationale) developed to address gaps, barriers and weaknesses and project responses, aligned to the required and permitted activities of the transformation model include:</p>		
<ol style="list-style-type: none"> 1. Improve fidelity of implementation of existing programs and systems: Systems exist within the district for various needs such as data use (DataSmart Dashboards), Response to Intervention, Curriculum Framework, Staff Evaluation, Value-Added Incentives, etc., but results have not been as great as research would indicate due to issues with faithful execution of interventions. This grant will provide for additional staff assistance for training, monitoring, communication and program implementation to maximize adult actions to achieve positive results for students. Additional support for the campus at the district administration level will be provided through the District Shepherd and Transformation Office to ensure that data and systems are responsive to the needs of the campus. 2. Increase planning and professional development: Teachers and school leaders have expressed need for additional time for vertical and horizontal planning, and professional development for greater understanding and facility of use with data and program tools as mentioned in #1. This grant will provide extended hours and days for targeted campus level professional development, data-based planning, and weekly grade-level and core content meetings to ensure maximum academic gains. 3. Improve parent participation: Parent-school and school-parent communication deficiencies hamper the ability of families to be full partners in ensuring student success, as affirmed by both teacher and parent surveys. This grant will provide funding for full-time parent liaisons to assist with targeted programs to improve family participation, including translation services, Spanish instruction for teachers and English instruction for parents, and a parent center where a computer and supplies are available for parent volunteers and for parents to assist students. As requested by teachers, professional development will also be provided on techniques for working with parents. 4. Increase student-centered learning time: Through data analysis, extended day and extended year programs will be targeted to groups of children who are lagging behind in achievement, with specialized learning tools and very low student/teacher ratios to ensure academic success for students not achieving at grade level. Additionally, teacher aides will be provided for K-1 classrooms to increase opportunities for focused "table time" by teachers with selected groups of students. Appropriate technology will be supplied to allow for greater participatory, student-centered learning, with support for instructional technology. 		
<p>The campus has demonstrated need and commitment to implement <u>all required</u> and many of the suggested strategies outlined in the TEA Transformation Model, aligned to the objectives listed above. The campus has chosen the extended planning model for implementation with TEA/SIRC guidance and assistance with the campus snapshot, comprehensive needs assessment and planning time scheduled in the Fall of 2011. It is anticipated that more detailed and specific goals and objectives will be developed as a part of this process. Specific alignment of needs to proposed research-based strategies and interventions are found in the Improvement Activities and Timeline Section, Part 3,D of this application.</p>		

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<p>The school will recruit an Operations Manager that will coordinate with the Transformation Office and the District Shepherd the implementation of the model, and will provide an additional campus staff person dedicated to support TTIPS funded activities. This position will also coordinate the campus planning and support the principal and the Transformation team in maintaining the communication between all members of the campus. The person in this position will have access to budgets and participate in the monthly meetings in order to support the finances at the campus level.</p>		
<p>Some of the transformational strategies the campus will consider expanding and extending through the implementation of the TTIPS grant program include:</p>		
<p>Adopting a Performance Based Compensation System A Performance Based Compensation System is currently being piloted at 15 schools within the district. The model is driven by the philosophy that 'teaching is a team sport' and was specifically designed to reward teacher collaboration and collective capacity building to benefit all students. The model creates opportunities for all teachers to earn rewards through four tiers of award: 1) Campus Team 2) Grade-Content Teams 3) Content Team (Vertical Articulation Synergy) 4) Grade Level Team (Cross-content planning Synergy). Through this model all instructional professional staff is eligible to earn rewards including the principal. Teachers are eligible for a greater total reward to communicate the assumption that teachers are the single most important factor in moving student achievement. Teams are rewarded for accelerating student growth as measured by the SAS value added metric. Additionally, there is an opportunity at the high school level for an 'AP Bonus' for all teachers within a content area based on the amount of movement in the average AP score in a content area.</p>		
<p>The current PBCS model has been widely supported by both teachers in the pilot campuses as well as by the district's employee organization, United Educators Association. In the current pilot, there have been positive results including significant improvement in campus culture as measured by teacher climate surveys, academic gains and retention rates. The pilot has provided an opportunity to build capacity within the district to manage performance related compensation as well as raising critical questions about the model design and implementation. TTIPS campuses considering the adoption of the PBCS model will engage in a planning year to collaboratively address concerns and improve the established district performance rewards model. The planning year would provide important opportunity to engage teachers and other campus staff to both build awareness and understanding of the rewards model but also to solicit their input and guidance in making these improvements.</p>		
<p>Implementing Recruiting and Retention Incentives Also as part of the PBCS model pilot, the district has been piloting the use of financial incentives to attract and retain highly effective teachers to traditionally hard-to-staff campuses. The current incentives model is aligned to market supply and demand considerations—teachers who teach in areas and at levels which are scarcer in supply are eligible for a higher level of incentive. For example a high school science teacher is awarded a higher level of incentive than an elementary art teacher to reflect the challenge to attract the teacher. Teachers are able to earn from \$1000 to \$4000. This additional compensation allows a campus to differentiate teachers and to motivate movement and retention at their campuses. The implementation of the incentives model would be reviewed during the planning year with a thorough analysis of the market and campus needs.</p>		
<p>Improving Recruiting and Selection Processes for Campus-Based Hiring The most critical instructional decision that a principal can make is who they choose to hire for the classrooms in their building. To that end, this campus could benefit from improved innovation, rigor and capacity around key recruiting and selection efforts. There are a number of factors that contribute to the campus and district level challenges including the shallow pool of available candidates in high needs areas, local recruiting pipelines which are not held accountable for quality teachers, campus capacity to effectively market their individual strengths and offerings and inconsistent principal skill to conduct meaningful interviews. This campus will use the planning year to better define specific opportunities to improve recruiting efforts by engaging in strategies and services such as: developing new pipelines for talent through strategic partnerships with Teach for America and The New Teacher Project; conducting professional development to build capacity in the campus administration team around talent management and effective interviewing and leveraging technology and social media tools to improve the campus brand and marketing capacity.</p>		

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The school has selected to do the extended timeline of the Tier III Modified Transformation Model, as follow:		
Timeline	Milestones	
August 2010	<ul style="list-style-type: none"> Notification of Grant Award for Tier I campus Hiring of District Shepherd and transformation coordinator at district level Hiring of the Operations Manager at the school level Transformation team at the campus level is selected and begin meetings to complete the Model Selection and Description Report Hold monthly management meetings with district members to monitor implementation Initiate contacts with SIRC and Region XIII for services to be provided during the grant. Initiate contracts with other providers as needed. 	
October 2010	<ul style="list-style-type: none"> Notification of Grant Award for Tier III campus Hiring of the Operations Manager at the school level Hold monthly management meetings with district members to monitor implementation District/campus snapshots Quarterly Advisory meetings 	
November 2010	<ul style="list-style-type: none"> Quarterly Implementation Report due to TEA for Tier I campus Hold monthly management meetings with district members to monitor implementation 	
December 2010	<ul style="list-style-type: none"> Hold monthly management meetings with district members to monitor implementation Finalize comprehensive needs assessment Identify community partners Make decision about principal replacement for implementation during spring semester 	
January —May 2011	<ul style="list-style-type: none"> District will implement state required procedures for 1) bidding, contracts, and procurement of services, and 2) evaluation and hiring of necessary staff to implement staffing requirements of model selected On-going Technical Assistance February 1, 2011, Campus submits Model Selection and Description Report; if not submitted previously Hold monthly management meetings with district members to monitor implementation Plan for school-wide planning conference to increase staff participation in the school transformation, to promote team building, to implement data analysis, to plan for embedded professional development Complete 90 - days action plan Quarterly Advisory Meetings 	
June – July 2011	<ul style="list-style-type: none"> Attend Summer Seminar trainings Implement school wide planning conference 	

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August 1, 2011	<ul style="list-style-type: none"> • End of Year 1 Implementation Report due to TEA • Campus begins full implementation of the intervention model • Transformation team and Operations Managers are responsible to collect data • Hold monthly management meetings with district members to monitor implementation 	
September - December 2011	<ul style="list-style-type: none"> • Complete 90 - days action plan • Hold monthly management meetings with district members to monitor implementation • Quarterly Advisory meetings 	
January - May 2012	<ul style="list-style-type: none"> • Complete 90 - days action plan • Hold monthly management meetings with district members to monitor implementation • Quarterly Advisory meetings 	
June - July 2012	<ul style="list-style-type: none"> • Attend Summer Seminar trainings • Implement school-wide planning conference to review and revise needs assessment, professional development plans and develop plans for classroom interventions • Attend NSDC Summer Conference 	
August - December 2012	<ul style="list-style-type: none"> • End of Year 2 Implementation Report due to TEA • Hold monthly management meetings with district members to monitor implementation • Complete 90 - days action plan 	
January - May 2013	<ul style="list-style-type: none"> • Complete 90 - days action plan • Hold monthly management meetings with district members to monitor implementation 	
June 30, 2013	<ul style="list-style-type: none"> • Grant end date 	
July 31, 2013	<ul style="list-style-type: none"> • Final Implementation Report due to TEA 	

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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	Transformation Team		
2	District Leadership		
3	Campus Principal		
4	Campus Assistant Principals		
5	Teachers		
6	Counselors		
7	Campus Consultants		
8	Parents		
9	Students		
10	Community Members		

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

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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
1-A 1-B 1-C	The planning period will be utilized to involve campus staff, parents, students, other stakeholders, trainers/consultants and other outside the district resources to fully develop appropriate transformation strategies. Activities may include site visits to exemplary schools, meetings, conferences and targeted professional development.	Adequate time must be allowed for all stakeholders to be involved in planning campus transformation. Successful transformation will require a detailed plan tied to the identified strengths and weaknesses of Southwest High School.	<p>"...attention must be paid to preparing staff to implement the program by providing training, opportunities to practice, and coaching as needed "(Guldbrandsson, 2008)</p> <p>"...school leaders are often better equipped to promote collaboration among principals, teachers, and other school and district personnel and to create opportunities for staff to share in leadership responsibilities and develop and demonstrate leadership potential (Hargreaves & Fink, 2006; Salazar, 2007).</p>	Fall 2010	Spring 2011
1-A	Improve Student Achievement in Reading/ELA through by requiring on-going language and reading comprehension assessments, periodic Curriculum-Based Assessments (CBAs) and departmental/ team discussions about data using specific protocols designed to elicit analysis of data, identification of trends, and decisions about individual student needs/interventions.	This campus is very close to the state average in Reading/ELA scores. However, there are significant performance gaps with African American and LEP students falling farther behind as they advance to higher grade levels. Reading scores in these subgroups trail state averages by 8-12% in the African American student population, 1-4% for Hispanic students and from 20-73% for LEP students.	<p>2008-2009 Campus AEIS Results</p> <p>"Research and expert opinion suggest that it is important to build basic or foundational reading skills in students who need them, while also providing them with access to grade-level concepts and content. The Response to Intervention (RTI) framework provides one method for accelerating student achievement in various content areas, including foundational skills in reading. In an RTI framework, students receive daily help learning not only so-called "basic skills" but also higher order skills, such as comprehension, and grasping critical content in the disciplines." National Institute of Child Health and Human Development. (2000)</p>	Spring 2011	Summer 2013

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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
1-A 1-B	Improve Student Achievement in Reading/ELA & Science through: Weekly grade and content meetings to review data and align curriculum to needs	Reading data review shows specific problems with certain sub-groups at various levels (see data above), and uneven growth over time in reading skills, requiring expanded time for alignment of instruction.	Silva, 2009 showed that arranging schedules for team-based planning improved achievement by allowing for shared expertise.	Spring 2011	Summer 2013
1-A	<u>Improve Student Achievement in Reading/ELA</u> by engaging teachers in the improvement of Reading CBAs and regular progress checks throughout the year.	Engaging teachers in analyzing and improving CBA test items will serve three purposes: <ul style="list-style-type: none"> • provide more clarity for teachers in understanding SEs being tested • promote deeper knowledge of teachers about what/ how to teach • improve individual test items 	<i>Guide to using data in school improvement efforts. (2004).</i> Naperville, IL: Learning Point Associates (A Compilation of Knowledge From Data Retreats and Data Use at Learning Point Associates).	Spring 2011	Summer 2013
1-C	Provide a Dean of Instruction/Data Analyst to assist with implementation of in-classroom instructional monitoring to ensure fidelity of implementation of interventions	FWISD has purchased products and established curriculum frameworks and multiple instructional programs, but uneven fidelity of implementation has prevented expected gains.	Blase & Fixsen, 2005 concluded that gains in achievement do not match research without monitoring of fidelity of implementation.	Spring 2011	Summer 2013
1-A	Improve Student Achievement in Mathematics through targeted intervention from highly qualified tutors and teaching assistants in critical courses.	Once again, large performance gaps are evident for African American students (23-25% below state average), and Hispanic students (9-14% below state average). With achievement levels falling considerably below the state averages in these subgroups, teachers need extra assistance in the classroom to allow time for targeted small group instruction.	"Do Teacher-Aides Improve Student Performance? Lessons from Project STAR." John Folger and Carolyn Breda, 1990., indicated that in the first grade, the presence of dedicated aides was associated with higher achievement. Also necessary was PD for teachers in appropriate use of aides.	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A 1-B	<u>Improve Student Achievement in Reading/ELA, Math, Science and Social Studies</u> by developing a curriculum map based on the FWISD Curriculum Framework	Having clear horizontal and vertical articulation of courses within and across disciplines is essential to achieve desired student outcomes.	Division of Accountability Governor's Best Practice Center. 2000. <i>A Study of effective practices in Virginia schools: Educator's perspectives of practice leading to student success.</i> Richmond: VA. Full text available at http://www.westjam.org/Docs/CM/VirginiaFullReport.pdf . 2008-2009 Campus AEIS Results	Spring 2011	Summer 2013
1-B 1-C (Also 7-B)	Improve achievement of Special Education students in all subjects through hiring of an Inclusion Coach.	With approx 13.4% Special Ed in 2009/10, many teachers are challenged by the varied needs of this population and are not fully trained to help these students succeed.	"Many professionals have limited experience with assistive technology. Those who attempt to acquire it for their students rarely consider applications of technology beyond computers, wheelchairs, or commercially available communication devices." Caren Sax, Ian Pumpian, and Doug Fisher, San Diego State University "The best available information comes from the follow-up studies of high school graduates. The data suggests that inclusion in general education classes, especially in vocational education courses, is associated with improved post-school outcomes," John McDonnell, Ph.D., Education World web site: http://pmct.org/articles/0304/inclusionsept03.html	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A	Off Campus, Project Based Learning	Curriculum frameworks offer multiple opportunities for Project Based Learning outside the traditional classroom. TAKS data indicate students in poverty score lower in all areas, and need hands-on experiences to enhance learning.	Marzano, Robert J, 2004 concluded that children in poverty need broader experience outside the classroom to equalize achievement.	Spring 2011	Summer 2013
1-C	Leadership staff and Principal will work with PDAS appraisal system.	Campus needs better evaluation practices in order to increase teacher effectiveness and student performance.	State's approved instrument for appraising its teachers and identifying areas that would benefit from staff development. PDAS includes 51 criteria within eight domains reflecting the Proficiencies for Learner-Centered Instruction adopted in 1997 by the State Board for Educator Certification (SBEC).	Spring 2011	Summer 2013
1-B	Principal will provide leadership on Vertical Alignment of content and programming by developing stronger working relationships between Pyramid Principals.	The new principal at this campus has begun to build relationships and vertical alignment with the feeder middle schools, but little attempt at vertical alignment between this campus's feeder pattern has been made in the past. Strengthening vertical alignment all through the pyramid, including elementary, is essential in order to increase student achievement.	Standards based accountability requires teachers plan classroom instruction in a way that follows the standards (Porter, 2002; Webb, 1997b). The standards and assessments themselves must be vertically aligned with one another so that they reflect the logical, consistent order for teaching the content in a subject area from one grade level to the next.	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-C	Leadership staff and Principal will conduct classroom walkthrough's and provide timely feedback to teachers	Leadership must visit classrooms in order to ensure that grant initiatives are being properly implemented school-wide	Too often teacher evaluations are too lenient, fail to adequately differentiate between teachers at different levels (Weisberg, Sexton, Mulhern, & Keeling, 2009), or to differentiate among teachers based on specialized roles and specific contexts (Chait, 2009; Toch & Rothman, 2008). To be effective, teacher evaluation systems must be well understood by teachers and should result in the identification of genuine differences in performance (Danielson & McGreal, 2000; Milanowski, Prince, & Koppich, 2007).	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A	Hire a College & Career Counselor to monitor student performance and at-risk status, educate parents and students about educational opportunities and financial aid, work with teachers and intervene as necessary.	<p>The district is implementing a new Dropout Early Warning System in 2010-2011 that will require monitoring and intervention.</p> <p>The diverse population at this campus has a wide range of needs regarding college and career planning. The range of educational attainment for parents of our students is wide which indicates need for parent education about the importance of graduation, career choices and preparation, college preparation application, and financial aid.</p>	<p>Research from ACT <i>College Readiness Begins in Middle School</i> shows that after students receive college and career planning service from a counselor, student efficacy regarding their ability to attend a four year college increases.</p> <p>Current research indicates students show both behavior and academic indicators in middle school that indicate their likelihood of dropping out of high school (National Middle School Association, <i>Putting Middle Grade Students on the Graduation Path</i>, Bifanz, 2009; ACT, <i>The Forgotten Middle</i>, 2008; and ACT <i>College Readiness Begins in Middle School</i>, Wimberley, Noeth, 2005).</p> <p>A number of research studies have demonstrated the positive impact of re-engagement programs on academic outcomes, employment outcomes, and health and social-emotional outcomes of these diverse populations including economically disadvantaged youth (Bloom, Gardenhire-Crooks, & Mandsager, 2009; Schochet, Burghardt, & Glazerman, 2001), migrant youth (e.g., Cranston-Gingras, 2003), youth offenders (e.g., Abrazaldo et al., 2009), and young parents (e.g., Bos & Fellerath, 1997; Quint, Bos, & Polit, 1997; Weinman, Buzi, Smith, & Nevarez, 2007).</p>	Spring 2011	Summer 2013
Add additional pages as needed.					

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2-A 2-B 2-C	Provide a data analyst for the campus who understands how records relate to student assessment and to the accountability system as a whole. The data analyst will: <ul style="list-style-type: none"> • Monitor and compile data for all student groups from various sources; • Provide data reports for leadership and teachers for use in planning, both campus-wide and for specific lessons; and, • Provide compiled data for quarterly grant reports. 	The data analyst is needed to collect, organize, analyze, and display data about student achievement. The data analyst would set up and schedule the assessments for the content areas. Also the data analyst is needed to disaggregate the data and meet with the teachers to analyze their individual data. The data analyst reports help teachers make student centered instructional decisions. Having an individual in the data analyst role who completely understands data collection, analysis, and use will provide on-going guidance for teachers and leadership in creating campus improvement, departmental and lesson plans.	Lachat, Mary Ann. (2001). <i>Data-driven high school reform: The breaking ranks model</i> . Providence, RI: Brown University. Full text available at http://www.alliance.brown.edu/pubs/hischlrfm/datdrv_hsrfm.pdf . The Center for Comprehensive School Reform & Improvement found that collecting data on student understanding is an essential step in moving students toward full understanding of important concepts and standards. Also noted is that researchers found that strengthening formative assessments can raise student achievement overall and be especially helpful to low-achieving students (Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment).	Fall 2010	Summer 2013

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2-A 2-B 2-C	Provide training for teachers and leadership to increase the use of quality data in assessing student learning on an on-going basis and in using data in instructional planning. Teachers and leadership will: <ul style="list-style-type: none"> • Develop personal understanding of the data collection and analysis process in order to better select data points to measure student achievement and progress; • Understand how to use data in evaluating both student progress and teacher progress toward goals set in professional development; and, • Use data appropriately to inform curricular decisions and programmatic changes. 	An understanding of what constitutes quality data shared by teachers and leadership provides a means to ensure appropriate instruction and academic achievement for all students. This activity will allow the school to prepare teachers and leadership to measure changes in instructional practices resulting from professional development.	<i>Guide to using data in school improvement efforts. (2004).</i> Naperville, IL: Learning Point Associates (A Compilation of Knowledge From Data Retreats and Data Use at Learning Point Associates).	Spring 2011	Summer 2013
2-B 2-C	Provide training (such as Schools Attuned) for teachers and leadership to learn how research-based, interactive teaching patterns impact student learning. Teachers and leadership will: <ul style="list-style-type: none"> • Learn which teaching styles and methods are most beneficial/efficient for the campus population, complete a self-assessment, along with videos, observations, and coaching to become aware of the teaching method each uses; and, • Set personal goals for changing teaching methods used or for using different methods in an action research project which will look at how changes made to use research-based, interactive methods will impact student achievement. 	Teachers need to have a clear understanding of the connection between what is done in the classroom and how it impacts students. Professional development will provide teachers with the mental framework for how to create a classroom where academic rigor is de rigueur, where teachers hold high expectations for students and for themselves, where teachers engage in quality interactions with students, where a sustained focus on learning is evident in the classroom, and where the campus, as a whole, implements curriculum effectively.	The comprehensive framework for understanding and managing differences in learning used in the Schools Attuned program is based on basic and applied research regarding the neurodevelopmental functions and variations in learning (e.g., Hooper et al., 1994; Levine, 1983; Levine, 1990; Levine, 2002; Levine, Brooks & Shonkoff, 1980; Levine, Carey, & Crocker, 1998; Levine & Oberklaid, 1992; Levine & Reed, 1998; Pohlman, 2007).	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2-A 2-B	Provide training for teachers and leadership in how to disaggregate data in meaningful ways for the unique characteristics of this campus. Training will promote understanding of the process of creating, analyzing, and using data well enough to: <ul style="list-style-type: none"> • Address the issues of dealing with a mobile population living in poverty; and, • Know how to find data that support or refute decisions about student progress. 	Teachers and leadership will receive professional development to enable them to ensure that the students are acquiring skills to master academic content, regardless of the length of time on the campus. This activity will allow the campus to disaggregate data that the school itself collects (as well as district data) relative to time at the school and achievement at other campuses, so that better instructional decisions can be made.	Hamilton, Linda., Richard Halverson, Sharnell S. Jackson, Ellen Mandinach, Jonathan A. Supovitz, and Jeffrey C. Wayman. (2009). <i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Full text available http://ies.ed.gov/ncee/wwc/publications/practicinguides/ .	Spring 2011	Summer 2013
2-B 2-C	Monitor data collection process to ensure efficiency and efficacy in student assessment. Teachers and leadership will: <ul style="list-style-type: none"> • Be involved in creating and monitoring data collection and in the disaggregation of data; and, • Use data in meaningful ways to support student learning and development. 	Monitoring of any activity within an organization is essential in order to ensure that the organization has (or is doing) what it needs in order to function efficiently and achieve its goal. In education, monitoring of data collection is crucial in that data provide the basis for decisions that are made by the educators.	Hamilton, Linda., Richard Halverson, Sharnell S. Jackson, Ellen Mandinach, Jonathan A. Supovitz, and Jeffrey C. Wayman. (2009). <i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Full text available http://ies.ed.gov/ncee/wwc/publications/practicinguides/ .	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2-A 2-B	Provide training for teachers to understand the routine use of student data in lesson planning and how to develop effective lessons based on student need, using a common lesson planning protocol. Teachers and leadership will: <ul style="list-style-type: none"> • Learn how to create and maintain personal data on students in order to measure changes brought about by instructional practices; • Learn how formative and summative data differs and how to use each in planning lessons; and, • Learn how to interpret data on student progress as measured by curriculum-based assessments (CBAs), other formal and informal assessments. 	Having a consistent and common lesson planning protocol to be used in department/team meetings that begins with data analysis will ensure that discussions about lessons will begin with a review of student strengths/weaknesses. Lessons that are subsequently planned should then address those student needs. Having a common protocol will also provide a common framework (or language) for communication among the teachers.	<i>A Study of Effective Practices in Virginia Schools.</i> Virginia Department of Education, 2000. Full text available at http://www.westjam.org/Docs/CM/VirginiaFullReport.pdf .	Spring 2011	Summer 2013
2-C	Partner with FWISD Accountability and Data Quality staff	Ongoing project monitoring is key to successful implementation	Jones 2006 "What gets measured gets done. What gets measured and fed back gets done well. What gets rewarded gets repeated."	Fall 2010	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2-C	Discuss student data at each monthly site based decision team meet	Staff and SBDM team need deeper understanding of data and RTI	The Center for Comprehensive School Reform & Improvement found that collecting data on student understanding is an essential step in moving students toward full understanding of important concepts and standards. Also noted is that researchers found that strengthening formative assessments can raise student achievement overall and be especially helpful to low-achieving students (Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment).	Fall 2010	Summer 2013
2-C	Discuss student data at each parent teacher meeting	Parents need deeper understanding of data and RTI	The Center for Comprehensive School Reform & Improvement found that collecting data on student understanding is an essential step in moving students toward full understanding of important concepts and standards. Also noted is that researchers found that strengthening formative assessments can raise student achievement overall and be especially helpful to low-achieving students (Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment).	Fall 2010	Summer 2013
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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3-A 3-B 3-C (also 1-B, 1-C, 2-C, 4-C, 7-B, 7-C)	Create systemic reform within the campus organization by implementing Professional Learning Community strategies and creating a true distributed leadership model.	Campus staff need to develop a shared vision focused upon student results. Building a collaborative culture will increase student achievement.	Per the SEDL website (http://www.sedl.org/cpl/sessions/2.html) "In his meta-analysis on student learning, Marzano quotes research that suggests that leadership/school culture has the second-highest effect on student learning (teaching quality has the highest effect).	Spring 2011	Summer 2013
3-A 3-B 3-C	Leadership and management skills training (such as Covey goal setting/ time management, leading effective meetings, etc.) for campus administrators and teacher leaders.	Teachers and administrators have many demands upon their time - much of it unpredictable in nature - which necessitates effective time management and organization to accomplish the goal of exemplary student achievement.	People who regularly juggle several streams of information do not pay attention, control their memories, or switch from one task to another as well as those who prefer to focus on one thing at a time. <i>Stanford Report, 8/24/2009, Study by Clifford Nass, Eyal Ophir & Anthony Wagner</i>	Fall 2010	Summer 2013
3-A (also 1-A, 1-B, 2-all, 3-all, 4-C, 7-all)	Campus staff retreat	Leadership, teachers and other critical personnel require dedicated time to meet for data analysis, specialized training, teambuilding and planning.	School Improvement Resource Center Website states that students' academic success is highly dependent upon the qualifications and skills of their teachers. Ongoing professional development is critical in ensuring that teachers are extremely knowledgeable in their content area, use current research-based instructional strategies, and practice ongoing effective assessment methods to improve student learning and performance.	Spring 2011	Summer 2013
3-A (also 1-A, 1-B, 2-all, 3-all, 4-C, 7-all)	Leadership staff to attend coaching sessions provided by SIRC	Campus leadership requires additional coaching to achieve maximum effectiveness	"...attention must be paid to preparing staff to implement the program by providing training, opportunities to practice, and coaching as needed" (Guldbbrandsson, 2008)	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3-A (also 1-A, 1-B, 2-all, 3-all, 4-C, 7-all)	Leadership staff to provide PD at staff trainings and team meetings.	FWISD has implemented a trainer of trainers model to increase the reach of its PD	Through professional development, school leaders are often better equipped to promote collaboration among principals, teachers, and other school and district personnel and to create opportunities for staff to share in leadership responsibilities and develop and demonstrate leadership potential (Hargreaves & Fink, 2006; Salazar, 2007).	Spring 2011	Summer 2013
3-B	District Shepherd will supervise campus principal	The district TTIPS office will be key to the implementation of a grant with this size and scope	"States and districts can engineer more effective turnaround at scale by creating space that supports outside-the-system approaches, focused inside the system" (Calkins et al., 2007, p. 11). Its top lesson learned from high-performing, high-poverty schools is, "Clearly defined authority to act based on what's best for children and learning—i.e., flexibility and control over staffing, scheduling, budget, and curriculum" (Calkins et al., 2007, p. 11).	Spring 2011	Summer 2013

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3-B 3-C	Hire Operations Manager on the campus	Operations manager will take over business responsibilities from the principal so that the principal can concentrate on instruction, school climate, staff retention, and parent involvement	“States and districts can engineer more effective turnaround at scale by creating space that supports outside-the-system approaches, focused inside the system” (Calkins et al., 2007, p. 11). Its top lesson learned from high-performing, high-poverty schools is, “Clearly defined authority to act based on what’s best for children and learning—i.e., flexibility and control over staffing, scheduling, budget, and curriculum” (Calkins et al., 2007, p. 11).	Fall 2010	Summer 2013
3-C	LEA will work with Principal on Consolidated Resource Planning	The campus receives multiple funding streams that must be coordinated for maximum effectiveness.	“States and districts can engineer more effective turnaround at scale by creating space that supports outside-the-system approaches, focused inside the system” (Calkins et al., 2007, p. 11). Its top lesson learned from high-performing, high-poverty schools is, “Clearly defined authority to act based on what’s best for children and learning—i.e., flexibility and control over staffing, scheduling, budget, and curriculum” (Calkins et al., 2007, p. 11).	Fall 2010	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4-A	Implement summer academic program for Special Education students.	With a relatively high percentage of students who are designated special education students (13%), extra help in an enriched summer learning environment is needed to prevent annual "summer slide" which limits their achievement. Extended year programming will ensure continuity for students and reduce level of review required at the beginning of the regular school year.	Johns Hopkins University, <i>Schools Achievement and Inequality: A Seasonal Perspective</i> 1986, studied children in grades one to five and determined that a lack of rich learning environments over the summer lowered academic scores for children in poverty.	Summer 2011	Summer 2013
4-A	Extended Library Hours as part of after school programming.	Students are without access to computers and internet. This will help students with homework, out of class assignments, projects, and reading time.	Poor and minority students are less likely than their more affluent peers to have education resources and learning experiences outside of school (Silva, E. (2007). <i>On the clock: Rethinking the way schools use time.</i>)	Spring 2011	Summer 2013
4-C	Staff Planning Retreats & Whole Staff PD (5 additional days total/year)	Staff needs an opportunity for teambuilding, data disaggregation, needs assessment and PD beyond their normal contracted days.	"...time dedicated to data analysis and planning by teams at the district and school levels should be sufficient, routine, and non-negotiable." Redding, 2007	Summer 2011	Summer 2013
4-A 4-C	Host staff meetings before/after school	Meetings help before or after school will not interfere with teachers' planning periods.	Collaborative teams, in which teachers share planning time and a common group of students, have been correlated with better school culture, more effective parent communication, higher student achievement, and increased teacher motivation and job satisfaction (Kassissieh & Barton, 2009; Flowers et al., 1999; Little, 1982; Jackson & Davis, 2000; Piccucci, Brownson, Kahlert, & Sobel, 2002)	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4-A 4-C	Hold content/grade level meetings before/after school	Meetings help before or after school will not interfere with teachers' planning periods.	Collaborative teams, in which teachers share planning time and a common group of students, have been correlated with better school culture, more effective parent communication, higher student achievement, and increased teacher motivation and job satisfaction (Kassissieh & Barton, 2009; Flowers et al., 1999; Little, 1982; Jackson & Davis, 2000; Piccucci, Brownson, Kahlert, & Sobel, 2002)	Spring 2011	Summer 2013
4-C	Develop protocols for planning, within and across core subjects. Teachers will promote inter-disciplinary knowledge through: <ul style="list-style-type: none"> • Developing central ideas of a discipline; • Developing complex ideas across disciplines; • Focusing on central ideas and developing depth of knowledge; 	Important concepts can be more fully developed (and unnecessary duplication avoided) by teachers working together to plan cross-curricular units, as teachers can develop strong lesson units working as a departmental group. This activity will provide staff with on-going, high-quality, job-embedded professional development and will equip them to teach effectively and efficiently, thus having the effect of increasing overall learning time.	Croft, Andrew, Jane G. Coggshall, Megan Dolan, Elizabeth Powers, and Joellen Killion. 2010. <i>Job-embedded professional development: What it is, who is responsible, and how to get it done well</i> . Washington, D.C.; National Comprehensive Center for Teacher Quality. Full text available http://www.tqsource.org/publications/JEPD%20Issue%20Brief.pdf .	Spring, 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4-A 4-B	Provide extended-day sessions to engage students by: <ul style="list-style-type: none"> • Using tasks that are challenging and engaging and directly tied to identified student need; • Scaffolding learning to facilitate engagement in learning; • Differentiating instruction so that all students at different levels of proficiency may participate in a meaningful way; and, • Providing a means to guide students toward independence as self-directed learners. 	Sessions will focus on real-world connections to various core content areas. It will address identified student and community needs to enrich student and family understanding of the importance of academic achievement and the opportunities education can provide. It will also provide a safe place for students after school. Programming may include activities such as: career exploration; health and wellness activities; technology training and exploration, athletics and/or fitness.	Farbman, David. 2009. <i>Tracking an emerging movement: A report on expanded-time schools in America</i> . Boston, MA: National Center on Time & Learning. Full text available http://www.timeandlearning.org/images/12.7.09FinalDatabaseReport.pdf	Spring, 2011	Summer, 2013
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Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5-A 5-B 5-C	Increase educational opportunities for families with a full-time parent liaison to assist with (1) involving a diverse group of parents and community members when planning parent education programs, (2) providing opportunities for parents and children to learn together, and (3) offering opportunities for parents to share challenges and give emotional support to one another, and (4) opening beyond traditional school hours to provide educational programs.	Educational attainment varies greatly among student's families and on-going contact by a trained campus family member can assist with determining parent needs and increase involvement.	<p>The implementation of the parent engagement initiative in Fort Worth ISD is based on Joyce Epstein's theoretical framework, which suggests that partnerships between the school, the family and the community help children feel cared for and encourages them to work harder, eventually increasing students' chances for success (Epstein, et al, 2002).</p> <p><i>Diversity, school, family, and community connections: Annual synthesis 2003.</i> Austin, Texas: Southwest Educational Development Laboratory for National Center for Family & Community connections with Schools. Full text available http://www.sedl.org/connections/resources/diversity-synthesis.pdf.</p> <p>School-level studies concluded that greater implementation of family and community involvement activities at schools led to fewer behavioral or discipline problems among students, along with improved mathematics skills and achievement (Sheldon & Epstein, 2002, 2005).</p>	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5-A 5-B 5-C	<p>Family Specialists-additional family specialist (social worker)</p> <p>Help students dealing with life-threatening disease or a social problem, such as inadequate housing, unemployment, a serious illness, a disability, or substance abuse.</p> <p>Assist families that have serious domestic conflicts, sometimes involving child or spousal abuse.</p> <p>Aid with educating parents</p>	<p>Based on our schools changing demographics, percentage of population with pregnancies, living conditions, etc, a Family Specialist will be able to provide students and parents with valuable information and assistance.</p> <ul style="list-style-type: none"> 52% of our student population is identified as at risk of failure-source; TX Education Agency, 2008-2009 30% of students who become pregnant do not graduate 	<p>Ohio School Social Workers Association: According to the National Mental Health Association, fewer than one in five of the 17.5 million children in need of mental health services actually receives them. School social workers, in their intervention with the child and his or her family and working together with school personnel and community resources, can contribute to the amelioration of mental health problems of many children and youths in schools.</p> <p>School social workers provide a link between home, school, and community. This service enables students and their families to overcome social and personal problems which impede learning. School social workers provide individual and group counseling, consultation to teachers, and other services which help students cope with their disabilities. They collaborate with community agencies and provide case management for students and families requiring multiple services.</p>	October 2010	May 2011
5-A	Invite parents and community members to volunteer on the transformation committee	School currently has low parent involvement. Parents and community should be engaged in campus decision-making processes.	School-level studies concluded that greater implementation of family and community involvement activities at schools led to fewer behavioral or discipline problems among students, along with improved Mathematics skills and achievement (Sheldon & Epstein, 2002, 2005).	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5-A 5-B 5-C	Host family/community events during the school year	Parent involvement is low at this campus. The campus must market and hold events to increase parent turnout.	School-level studies concluded that greater implementation of family and community involvement activities at schools led to fewer behavioral or discipline problems among students, along with improved Mathematics skills and achievement (Sheldon & Epstein, 2002, 2005).	Spring 2011	Summer 2013
5-A 5-B 5-C	Use Joy L. Epstein's framework as model, solicit input from staff, parent, and community members and design a program for parent/ community involvement unique to the campus, with program to involve <ul style="list-style-type: none"> parenting assistance two-way communications with parents about school issues (e.g., student progress) strategies to recruit parents for school involvement activities to involve parents in education-at-home activities strategies to involve parents in school decisions/ governance connections to community services 	Parent and community involvement in education is crucial to the success of efforts to educate children, whatever their ages and circumstances, but is challenging, at best. For mobile populations living in poverty, the issue of parent involvement is even more challenging. Having staff and resources dedicated to a parent/community program and having a framework with which to organize activities related to the program will enable the campus to reach more parents and engage them in the education of their children.	Arias, Beatriz M., and Milagros Moriool-Campbell. 2008. <i>Promoting ELL parental involvement: Challenges in contested times</i> . East Lansing, MI: The Great Lakes Center for Education Research & Practice. Full text available http://www.greatlakescenter.org/docs/Policy_Briefs/Arias_ELL.pdf . <i>What research says about family-school-community partnerships</i> . Denver, CO: National Center for School Engagement (Prepared for the Colorado Department of Education). http://www.schoolengagement.org/TruancyPreventionRegistry/Admin/Resources/Resources/WhatResearchSaysAboutFamily-School-CommunityPartnerships.pdf .	Spring 2011	Summer 2013
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Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6-A 6-B	Full implementation of Professional Learning Communities	Teachers and administrators will continuously seek and share learning and then act on what they learn. The goal is to enhance their effectiveness as professionals so that students benefit.	Hurd, Shirley; 1997 Professional Learning Communities: What Are They And Why Are They Important? <i>Issues... about Change</i> , Vol. 6, No. 1 (1997)	Spring 2011	Summer 2013
6-B	Positive Behavior Management Strategies safe & Civil schools CHAMPS Develop better behavior management strategies in schools Learn effective classroom management procedures Implement school-wide Positive Behavior Support and Response-to-Intervention for Behavior Design and implement a better school improvement plan	We as teachers need to foster respect and responsibility in our students and improve school climate and school culture. Our staff needs to be trained to make data-driven decisions on a school wide level, in classrooms, and with individual students. Also learn how to develop proactive, positive behavior support strategies tailored to our classroom, school and district.	"Positive Behavior Intervention and Support (PBIS) and other similar frameworks or programs may provide a more consistent school climate by helping educators structure the environment and provide positive reinforcement" (http://www.pbis.org/)	Spring 2011	Summer 2013
6-A 6-B 6-C	Plan and implement follow-up consultations with "Schools Attuned" and facilitate training to reinforce and build upon previous work.	"Schools Attuned" was introduced but funds were not available to monitor and expand implementation of the program under the new principal. Assistance is needed to ensure that model is being implemented effectively and to train new teachers.	The comprehensive framework for understanding and managing differences in learning used in the Schools Attuned program is based on basic and applied research regarding the neurodevelopmental functions and variations in learning (e.g., Hooper et al., 1994; Levine, 1983; Levine, 1990; Levine, 2002; Levine, Brooks & Shonkoff, 1980; Levine, Carey, & Crocker, 1998; Levine & Oberklaid, 1992; Levine & Reed, 1998; Pohlman, 2007).	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6-A (also 2-C, 4-C)	Hold team building events for staff	Staff must learn to work together to increase student achievement and improve campus climate. Specific program choices will be made during planning period.	Positive relationships and effective classroom management strategies are necessary to establish contexts that support the academic and behavioral competence of all students at all grade levels, including students with disabilities, and they can also promote student connectedness and reduce behavior problems, achievement gaps, dropout rates, and teacher attrition (Blum, McNeely, & Rinehart, 2002; Kennelly & Monrad, 2007; National High School Center, 2008; Oliver, 2007).	Spring 2011	Summer 2013
6-B	Train staff on how to properly utilize On Campus Intervention (OCI)	OCI keeps students on campus rather than suspending them or sending them to alternative campuses so that their work and performance can be monitored consistently.	A safe, orderly school climate is one of several characteristics of schools that consistently show good achievement gains (Redding, 2006).	Spring 2011	Summer 2013
6-B	Analyze discipline referrals for commonalities. Teachers and leadership will: <ul style="list-style-type: none"> Meet on a regular basis to exam and discuss student discipline referrals in order to address issues arising from discipline; and, Work together to provide training and implement Cooperative, Positive Discipline techniques and expectations for behavior. 	Discipline and attendance impact all other areas of school. When students are not in class often, or on a regular basis, not only does it impact the school accountability negatively, but it also keeps the student from learning and progressing in a timely fashion.	National School Climate Center. 2007. <i>The school climate challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy</i> . Full text available http://www.schoolclimate.org/climate/documents/school-climate-challenge.pdf	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6-A 6-B	Institute programs to increase awareness and prevention of bullying. Teachers and leadership will: <ul style="list-style-type: none"> Use data gained through discipline referral analysis to address issues of bullying; Create a school-wide environment that discourages bullying; Develop discipline and rules against bullying; Work with students who have been bullied; and, Keep social agencies and tutors informed of developments in bullying activities during the school day so caseworkers and tutors may assist in monitoring and intervening. 	Parent and teacher surveys indicated concerns with bullying. All students need a safe environment in which to learn best. Bullying removes this sense of safety from the learning environment and students who have been bullied report incidences of depression, loneliness, anxiety, low self-esteem, and thoughts of suicide more often than their peers.	Health Resources and Services Administration's <i>Stop Bullying Now!</i> Campaign. http://www.stopbullyingnow.hrsa.gov/adults/default.aspx Limber, S.P. 2002. <i>Bullying among children and youth</i> . Proceedings of the Educational Forum on Adolescent Health: Youth Bullying. Chicago: American Medical Association. Limber, S.P. 2004, Winter. What works – and doesn't work – in bullying prevention and intervention. <i>Student Assistance Journal</i> 16-19. Olweus, D. 1993. <i>Bullying at school: what we know and what we can do</i> . NY: Blackwell.	Spring 2011	Summer 2013
6-A 6-B 6-C	Provide social counseling intervention. Teachers, leadership and CIRC provided social service support will work together to identify struggling students and increase attendance and academic performance through providing social and emotional counseling while students are at school (before or after school).	This activity will support the needs of campus students and develop relationships between the school and community to increase student ability to focus on learning and improve family ability to support academic achievement.	Wood, Lacy, Amy Averett, Deborah Donnelly, Marilyn Fowler, Catherine Jordan, Margaret Myers, Evangelina Orozco, and Brian Litke (programmer). 2009. <i>Connection Collection</i> . Searchable, online database includes annotations for over 140 articles, monographs, and other literature related to school, family, and community involvement in education. http://www.sedl.org/connection/resources/bibsearch.html	Spring 2011	Summer 2013
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7-B	PD- Special Education Training for elective teachers such as IEP Best Practices: FIE to the IEP by Jim Gonzales. Elective Teachers will need Professional Development Training in Special Education in order to adequately meet the needs of all of their students.	<p>This campus has a high population of Special Education Students (13%) and this subgroup continues to perform poorly on TAKS exams. Teachers especially in the CTE department need training to help adapt lessons, assignments, and exams for Special Education Students due to the fact that these students will need to apply their basic knowledge to technological practicums</p> <p>Based on teacher evaluations; 38% of teachers felt that they are not given adequate resources and training for special education students. Teachers need to be trained in how to adjust their classroom to meet these students' needs.</p> <p>PD training in Special Education will improve overall test scores, student performance in technology courses, and inclusion goals. Provide a program of professional development and support to currently certified teachers who provide instructional support for special education students in inclusion settings.</p>	<p>It is the teachers responsibility to provide learning opportunities for as many students as possible (Corbett, 1996; Schumm & Vaughn, 1991).</p> <p>The results of school reform efforts depend primarily on the opportunities teachers have to learn the new instructional practices, teaching roles, and organizational roles. Professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice, and broaden themselves both as educators and as individuals.(source; http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd200.htm)</p>	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7 – B (Also 1-C, 3-A, 3-C, 4-A, 4-B, 4-C, 6)	Administrators and teacher leaders will receive training in effective and efficient time management and planning (ie, Covey)	Effective time management techniques can reduce teacher stress and ensure that effective monitoring and planning are done on a regular basis.	"This dynamic independent school district adopted <i>The 7 Habits of Highly Effective People</i> Workshop in response to a performance review that indicated a deficit in parental trust toward district administrators within the school district. After implementing <i>The 7 Habits of Highly Effective People</i> along with <i>The 4 Roles of Leadership</i> and <i>The 4 Disciplines of Execution</i> , student achievement scores have increased, and parents treat the district as the "school district of choice" in the region. (accessed 5/24/2010; http://franklincoveyresearch.org/catalog/Independent_School_District.pdf)	Spring 2011	Summer 2013
7-B (Also 1-A, 1-B, 1-C, 2-B, 3-A)	Increase Professional Development by attending Conferences such as; MATH: T3 Conference, NCTM, CAMT SOCIAL STUDIES: Historical Society, Center for Global Studies SCIENCE: Margaret Kilgo ENGLISH: NCTE	The performance gap between subgroups are large, with African American students consistently trailing campus averages by 4-36%. Targeted professional development is needed in some areas to eliminate this performance gap. All campus scores trail state numbers. The range of campus level TAKS scores below include all grade levels: Math- 57-74% Science- 57-82% Social Studies- 88-95% ELA- 87-89%	The results of school reform efforts depend primarily on the opportunities teachers have to learn the new instructional practices, teaching roles, and organizational roles. Professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice, and broaden themselves both as educators and as individuals.(source; http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd200.htm)	Spring 2011	Summer 2013

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7-A 7-B 7-C	Professional development for staff on instructional techniques, such as Positive Behavior Supports, inclusion methods, differentiated instruction, Response to Intervention, etc.	According to the data sources examined, improvement is needed in all areas of instruction, campus climate, leadership effectiveness, and classroom management	The results of school reform efforts depend primarily on the opportunities teachers have to learn the new instructional practices, teaching roles, and organizational roles. Professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice, and broaden themselves both as educators and as individuals.(source; http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd200.htm)	Spring 2011	Summer 2013
7-A	Train leadership on PDAS	Leadership must have full mastery of the campus evaluation tool in order to achieve full effectiveness	The results of school reform efforts depend primarily on the opportunities teachers have to learn the new instructional practices, teaching roles, and organizational roles. Professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice, and broaden themselves both as educators and as individuals.(source; http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd200.htm)	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7-B	Provide LCT's/Coaches with training to offer high quality job embedded PD	According to the data sources examined, improvement is needed in all areas of instruction, campus climate, leadership effectiveness, and classroom management	The results of school reform efforts depend primarily on the opportunities teachers have to learn the new instructional practices, teaching roles, and organizational roles. Professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice, and broaden themselves both as educators and as individuals. (source; http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd200.htm)	Spring 2011	Summer 2013
7-C	Work with teacher recruitment group such as Teach for America to hire staff on campus	Campus does not currently have a program in place to recruit and retain high quality teachers	From the perspective of TFA and its funders, our findings clearly show that the organization is making progress toward its primary mission of reducing inequities in education—it supplies low-income schools with academically talented teachers who contribute positively to the academic achievement of their students. (Mathematica Policy Research, 2004)	Fall 2010	Summer 2013
7-C	Provide a minimum of 5 PD days at full daily rate of pay each year of the grant	Campus requires extended year Professional Development in order to implement its full PD plan	Time will be required to train and plan for campus transformation.	Spring 2011	Summer 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7-A 7-B	Engage administrators and teachers, with support of CIRC, in developing teacher appraisal instruments and processes, with resulting plan to include (1) indicators which measure teacher participation/ performance and growth in PD and in instruction, (2) indicators to measure student performance and growth (3) use of appraisal data to improve teaching and learning, (4) provision of on-going PD support.	Transformation models make it possible for schools to both support principals and teachers and to demand that they meet the challenge of deepening and accelerating the learning opportunities they provide their students. Since we require a transparent grading system for student work, there must be in place a transparent system of appraisal for teachers. There should be explicit criteria to describe quality performance in teaching. An equitable system will be one that allows teachers to work through developing the process so that they are in agreement with the requirements and expectations of the system.	<p>Coggshall, Jane, Molly Lasagna, and Sabrina Laine. 2009. <i>Toward the Structural Transformation of Schools: Innovations in Staffing</i>. Full text available http://www.learningpt.org/expertise/educatorquality/resources/publications/InnovationsInStaffing.pdf. Washington, D.C.: Learning Point Associates.</p> <p>Goe, Laura, Courtney, and Olivia Little. 2008. <i>Approaches to evaluating teacher effectiveness: A research synthesis</i>. Washington, D.C.: National Comprehensive Center for Teacher Quality. Full text available http://www.tqsource.org/publications/EvaluatingTeacherEffectiveness.pdf.</p>	Spring 2011	Summer 2013
7-C	Develop/implement publicity strategies, documents, and process for advertising for and selecting teachers to fill vacated positions when needed.	Not every teacher will be an appropriate choice for joining a campus which is undergoing transformation. Prospective teachers and staff need to be informed in advance of the requirements and expectations for joining the staff, and it is in the best interest of the campus to recruit and hire the most qualified teachers who share the vision for student success.	<p><i>School turnaround teachers: selection toolkit</i>. 2008. Public Impact. Chapel Hill, North Carolina: Public Impact for The Chicago Public Education Fund. Full text available http://www.publicimpact.com/publications/TurnaroundTeacherCompetencies.pdf.</p> <p><i>School turnaround teaches: selection toolkit</i>. 2008. Public Impact. Chapel Hill, North Carolina: Public Impact for The Chicago Public Education Fund. Full text available http://www.publicimpact.com/publications/TurnaroundTeacherSelectionToolkit.pdf.</p>	Spring 2011	Summer 2013

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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7-A 7-C (also 1-C, 2-C, 3-A, 4-C)	With continued professional development support from SIRC and FWISD administration, implement teacher appraisal plan (as planned by staff), with plan to include teacher participation/ performance and student achievement measures as well as a possible staff rewards component.	With the goal of sustaining academic rigor in teaching, it is imperative to assist teachers to become able and proficient in their professional skills, as well. Systematic and coherent high quality teacher professional development and coaching throughout the length of the project will allow retooling of the school, teacher leader's and administrators' capacity with competencies to carry out their work guided by a shared and coherent vision of quality education.	<p>Goe, Laura, Courtney, and Olivia Little. 2008. <i>Approaches to evaluating teacher effectiveness: A research synthesis</i>. Washington, D.C.: National Comprehensive Center for Teacher Quality. Full text available http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf</p> <p><i>Performance-based rewards for teachers</i>. 2007. Department of Education, Science and Training – Surveys and Workforce Analysis Section. Canberra, Australia. Department of Education, Employment, and Workplace Relations. Full text available http://www.dest.gov.au/NR/rdonlyres/19D519D4-F4EE-4B86-8B6E-1E9531AE4F87/16285/DESTPerformancebasedrewardsforteachersAPRIL.pdf.</p> <p>Ingvarson, Lawrence, Elizabeth Kleinhenz, and Jenny Wilkinson. 2007. <i>Research on performance pay for teachers</i>. Victoria, Australia: Acer Press. Full text available http://www.dest.gov.au/NR/rdonlyres/D477C6A5-C8EF-4074-8619-FF43059445F8/25208/ACERPerformancePayPaper.pdf.</p>	Spring 2011	Summer 2013

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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7-B (also 1-C, 2-C, 3-A, 4-C)	In collaboration with SIRC consultants, implement first stage of on-going job-embedded professional development for teachers designed to raise the level of teaching and learning in the classroom and focused on principles of Academic Rigor, High Expectations, Quality Interactions, and Quality Curriculum, with PD to include... <ul style="list-style-type: none"> • introductory PD and planning prior to school for all teachers; • discipline-specific PD during the year for teachers in each content area; • coaching for teachers in each content area • training in appropriate use of existing interventions. 	With the goal of sustaining academic rigor in teaching, it is imperative to assist teachers to become able and proficient in their professional skills. Systematic and coherent high quality teacher professional development and coaching throughout the length of the project will improve teacher leaders' and administrators' capacity to to carry out their work guided by a shared and coherent vision of quality education for the school community.	Goe, Laura, Courtney, and Olivia Little. 2008. <i>Approaches to evaluating teacher effectiveness: A research synthesis</i> . Washington, D.C.: National Comprehensive Center for Teacher Quality. Full text available http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf	Spring 2011	Summer 2013
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Section D: Other Improvement Activities and Timeline (cont.)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
	N/A				
Add additional pages as needed.					

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Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<div style="margin-bottom: 20px;"> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and must be checked. </div> <div style="margin-bottom: 20px;"> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </div> <div> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </div>		

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Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>In order to provide stakeholders with <i>Ongoing Monitoring and Continuous Improvement</i>, the evaluation will utilize periodic feedback to the participating campus and its grant advisory team. The seven performance goals will be assessed through both ongoing qualitative and quantitative assessments with monthly, quarterly, and yearly feedback.</p> <p>Academic Performance: Student academic performance will be closely monitored through data teams whose role is to help teachers review and interpret as well as determine action plans for student instructional change. Additionally, these teams aggregate and disaggregate data at the school level, build tables and charts, and discuss with grade/content teachers. The <i>Curriculum Based Assessments</i> are administered multiple times per year (depending on content and grade) and teachers along with the campus data team have real-time access to those results. All state and local testing is available through DataSmart a district-wide data dashboard.</p> <p>Data to Drive Instruction: Decisions that drive instruction will be examined through close analyses of the frequency of access to DataSmart and the Curriculum Frameworks, the District's managed curriculum program. Teachers' perception of their decision making relative to data will be gathered through interviews. Quarterly feedback to the campus will provide the frequency of access to DataSmart and the Curriculum Frameworks, as well as the teachers' thought about instructional decision making from the interviews. Additionally, the annual teacher survey will ask teachers their perception of using data to modify instruction, the use of interim assessment data (e.g. use of CBA), and their confidence in using DataSmart.</p> <p>Parent Involvement Data will be collected regarding the campus' efforts to increase communication from campus-to-parent and parent-to-campus. Parents will be surveyed to determine levels of satisfaction with campus communication. Parent liaisons logs will be examined on a quarterly basis to determine specific communication efforts and amount of parent contact. In addition, parent liaisons will be interviewed to determine their perceptions of barriers relevant to parent communication. Teachers and principals will be surveyed to determine perceptions of communication improvement, as well as efforts to increase the connection between learning at home and learning at school. Quarterly updates will be given based on available data.</p> <p>School Climate: School Climate is a part of each campus' <i>Campus Improvement Plan</i> and is reviewed multiple times per year by the campus staff and leadership. The annual <i>Teacher Survey</i> asks questions in the following areas: <i>Instruction, School Management, Employee Engagement, Professional Learning Community, and Student Discipline</i>. These indices provide data for the campus to review and make decisions regarding the school climate. To provide ongoing feedback regarding climate, staff meeting minutes will be kept and analyzed by the evaluator for patterns and trends.</p> <p>Leadership Effectiveness: Ongoing data collection for leadership effectiveness will include teacher and student surveys which will ask for perceptions regarding effectiveness. Principals will participate in a focus group designed to elicit feedback regarding the Team Leadership Model training. Feedback will be given to share success and concerns with regard to the model.</p> <p>Learning Time: Data will be gathered through professional development logs to verify training. Collaboration will be assessed through time logs, teacher interviews, and observations of planning. Quarterly feedback will be reported to the management committee. Extended day programs will collect data on participation and these minutes will be reviewed monthly.</p> <p>Teacher Quality: Teacher quality improvement will be assessed through value-add data examining the teachers' ability to promote growth in student achievement. Significant growth will be recognized as 1.5 SE above the mean.</p>		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
The formative evaluation process will use a "Process Capability and Maturity Model". This is used by the campus to plan how to improve organizational and individual processes. The Model describes 5 levels of capability:		
<ol style="list-style-type: none"> 1. "Initial" – No organized processes; performance depends on "heroics" 2. "Managed" – Some organized processes; repeatable performance 3. "Defined" – Organization-wide process approach; measures defined 4. "Quantitatively Managed" – Predictable performance 5. "Optimizing" – Processes are agile and continuously improved 		
<p>The primary focus of the evaluation process will be to help the campus get to the optimizing level of capability. The process of understanding the transformational level of the organization and/or individual will focus on a <i>Balanced Measurement</i> approach. As stated in the <i>Ongoing and Continuous Improvement</i> section above, data will be gathered and analyzed to track, communicate and improve campus performance. The three types of measurement are Internal measures (e.g. Volume, Time, Cost), Output measures (e.g. Accuracy, Quality, Timeliness), and Satisfaction measures (e.g. Perception, Compliments, Awards). Internal measures assess the basic performance of the process. Specifically, Internal Measures will consist of learning minutes, training logs, attendance, and discipline referrals. Output measures assess the quality of its intermediate or final outputs. Specifically, Output Measures will include state and local testing, classroom observations, interviews, and value-add data. Both measures (Internal and Output) can be measured without involving the participants of the process. However, Satisfaction measures are direct assessments of the participant's view of the process. Satisfaction will consist of the teacher, student, principal, and parent surveys. Together, these three types of data will be used by the various campus groups and the grant advisory committee to evaluate the implementation of the grant and the improvement of student success.</p>		
<p>Mechanisms being built to transform the schools include the data coaching teams, grade level, and content level teams at the campus level. These teams meet and discuss data, instruction, and classroom management issues. Action plans are made, implemented, and reassessed. From the district level, academic coaches are assigned by content and their role is to provide peer coaching for instruction in their content area. Additionally, their peer coaching with individual teachers is based on CBA data as well as student work product. This continual ongoing and formative assessment process will use the data from the grant to add to their repertoire and move the data to the student expectation level increasing the campus capability.</p>		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p>Qualitative</p> <p>The process for gathering Qualitative data will occur using a model that (1) targets a set of behaviors or activities, (2) collects data on the target, (3) provides feedback to stakeholders for discussion, and (4) identified new set of targets. Qualitative data will be collected on the seven goals in the following ways:</p> <p><u>Classroom observations:</u> Observation will be conducted to determine the extent to which grant activities are being implemented at the classroom level. The primary foci of the observations will be based on targeted activities from teachers' professional development, campus initiatives, and other grant related activities. Observations will be conducted by trained observers using a rubric and protocol with 85% or better inter-rater reliability. Randomly selected classrooms will be observed with the intent of getting a snapshot of the campus' best practices. Teacher names will not be used and observation data will be aggregated across the campus. Feedback will be reported quarterly to the advisory committee as data are available.</p> <p><u>Learning Walks:</u> As part of the District's strategic initiatives, the Institute for Learning's "Learning Walks" is used and will continue to be used. However, a specific focus will be on grant activities as the performance indicator. Learning Walks result in "wonderments" about instruction, assessment, and student performance based on the snapshot observation. These wonderments will be reviewed by the evaluator for patterns.</p> <p><u>Data Team Observations:</u> Data Team meetings will be observed to determine the link between data (student and campus level), its interpretation at the Leadership level, and differentiation at the classroom level. The connection between data reports and what happens with the interpretation at the classroom level will be a focus. These data will provide indicators for other data collections such as surveys.</p> <p><u>Teacher Interviews:</u> Based on classroom observations, teacher will be selected for an interview regarding the observation. Instructional decision points will be identified and discussed with the teacher. In particular, the teachers' decision making regarding the instruction, data, and responses to students about their work product will be discussed.</p>		
<p>Quantitative</p> <p><u>Student Academic measures:</u> To assess student <i>academic achievement</i> level, TAKS data will be collected by grade and content area (June). To assess student <i>academic growth</i>, EVAAS (value-add) scores will collected by grade and content area (July). Ongoing assessment data will be comprised of Curriculum Based Assessment (CBAs) given periodically through the year by curriculum unit. These data are uploaded in real time to the District data dashboard DataSmart which displays student results by student expectation (SE). These data will be used to modify instruction.</p> <p><u>Surveys:</u> To assess teacher perception of professional development, campus initiatives, climate, and employee engagement, a <i>teacher survey</i> will be administered during the spring semester. Feedback will be given in late spring. To assess student perception of campus climate, a <i>student survey</i> will be administered during the spring semester and feedback will be given in late spring. To assess parent perception of school climate and parent engagement, a <i>parent survey</i> will be administered in the fall and feedback will be available during the spring semester.</p> <p><u>Activity Logs:</u> Coaching logs, professional development logs, and parent liaison logs will be collected to determine the amount of activity for each activity. Coaching logs will assess the types of coaching teachers receive from their academic coaches, such as modeling or team teaching. Professional development logs will determine attendance and amount of training teachers receive. Parent liaison logs will report on parent involvement activities, the number of attendance and type of activity. Extended day programs will collect amount of time students are served through the program.</p> <p><u>District Data:</u> Teacher attendance data will be reported quarterly to the advisory meeting with district comparison data. Discipline referrals will be reported by semester.</p>		

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

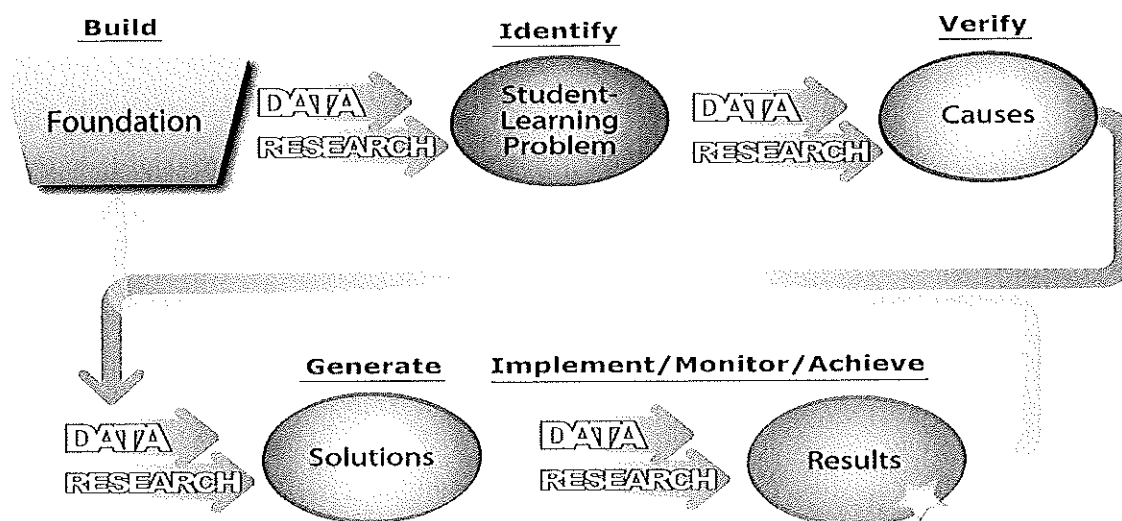
Part 2: Process for Development of Performance Goals

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

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

Significant progress in improving student learning and closing achievement gaps is a moral responsibility and a real possibility for FWISD campuses. The use of Data Teams and Data Coaches will give increased meaning to campus data. Effective data users become aware of and critically examine their frames of reference and assumptions. Through the collaboration process below, collaboration will unleash resourcefulness and creativity to continuously improve instruction and student learning. The campus understands that using data itself does not improve teaching. Improved teaching comes about when teachers implement sound teaching practices grounded in cultural proficiency – understanding and respect for their students' cultures – and a thorough understanding of the subject matter and how to teach it, including understanding student thinking and ways of making content accessible to all students. Every member of a collaborative school community can act as a leader, dramatically impacting the quality of relationships, the school culture, and student learning.

Process for Development of Performance Goals



Adapted from Wellman, B., & Lipton, L., 2004. *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*. Sherman, CT: MiraVia, LLC. Used with permission.

The adapted model from Wellman and Lipton will be the "Data Process" for thinking about and developing performance goals. The process will incorporate (1) campus and district leadership, (2) data coaches, (3) data teams, and (4) classroom teachers. The Data Process consists of five major components. Within each component is a sequence of tasks that Data Coaches carry out with Data Teams.

The first component is *Building the Foundation*. In this component, Data Coaches lay important groundwork with the Data Teams such as building stakeholder support, establishing roles on the data teams, and creating time for collaboration. In the second part of the process, *Identifying a Student-Learning Problem*, Data Teams use multiple student-learning data sources to identify a goal for improvement. The third component, *Verifying Causes*, involves examining local data about practice and relevant research to verify that the causes the team is preparing to act on are supported by evidence. In *Generating Solutions*, the team applies "logic-model" thinking to generate strategies for improving results and develop a monitoring plan. As the team implements solutions, they monitor their results and ultimately achieve and celebrate success.

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<p>Part 2: Process for Development of Performance Goals</p>		
<p>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).</p>		
<p><u>Data Decision Making Groups:</u> The groups within the decision making process determining the performance goals are <i>Leadership</i> (district and campus), <i>Data Coaches</i>, <i>Data Teams</i>, and <i>Classroom Teachers</i>.</p>		
<p><u>Leadership</u> is comprised of two teams with 4-6 staff. Members at the District level include a member from <i>Accountability</i>, <i>Curriculum Directors</i>, and <i>Leadership Directors</i>. Their role is to help with data literacy and data analysis tools. They are assigned to 8-10 campuses and meet regularly with the campus data teams. They support, review and provide feedback for data assignments. Additionally, they team supports campus interpretation and use of data results to form performance goals. At the campus level, the Leadership team is composed of those having instructional expertise, technical expertise, and "people skills". It is comprised of the Data Coach, Principal, Content area chairs, specialists, or grade-level representatives, Special Ed lead teacher and/or inclusion teacher, and ESL or Bilingual teacher. The diversity of the team allows for multiple levels of data analysis and the development of performance goals.</p>		
<p><u>Data Coach:</u> The data coach is a full-time "teacher on assignment". Their role is to assist educators as they examine all kinds of school information, including student achievement, perception, demographic, and process data. In this role, the coach helps individual teachers and teacher teams understand their students' strengths and weaknesses, and identify instructional strategies, structures, programs, or curriculum to address identified needs. Specifically, the coach will build the data literacy of teachers through data skills and tools. They will convene meetings, facilitate the process, support the norms of collaboration, keep the campus vision alive, and lead the data experience.</p>		
<p><u>Data Team:</u> The Data Team consists of 4-6 staff of the campus including the Principal, Assistant Principal, Instructional Specialist, Data Coach, Academic Coordinator, Classroom Teachers, and Data Clerk. The role of the team consists of developing data literacy skills, collect, organize and analyze data, present results to instructional staff, and train and involve instructional staff in interpretation and use of data for instruction. This process of collaboration is designed to change the culture of the campus and make data decision making part of the daily culture. This team will help drive the performance goals and their outcomes.</p>		
<p><u>Classroom Teachers:</u> The end user of the process is the classroom teacher. Their role is to take the data and use it to understand how the student is learning, what needs to change instructionally for clearer understanding, identify the student expectation and associated instructional differentiation. After the new instruction and activity is delivered the cycle starts again with looking at the data and deciding the next steps.</p>		
<p>Developing performance goals is a collaborative and systemic effort at the campus with various groups being involved using a distinct model for decision-making.</p>		

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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	Reading/ELA TAKS % Met	88%	90%	91%	93%
2	Improve Student Achievement in Mathematics	Math TAKS % Met	64%	67%	69%	72%
3	Improve Student Achievement in Science	Science TAKS %Met	69%	72%	76%	80%
4	Improve Student Achievement in Social Studies	Social Studies TAKS % Met	91%	92%	93%	94%
5	Improve Student Achievement in Reading/ELA	Reading/ELA TAKS % Commended	18%	20%	25%	30%
6	Improve Student Achievement in Mathematics	Math TAKS % Commended	16%	19%	22%	25%
7	Improve Student Achievement in Science	Science TAKS % Commended	12%	14%	17%	19%
8	Improve Student Achievement in Social Studies	Social Studies TAKS % Commended	40%	42%	44%	46%
9	Improve ELL Student Achievement in Reading/ELA	Reading/ELA TAKS % Met	48%	50%	54%	56%
10	Improve ELL Student Achievement in Mathematics	Math TAKS % Met	9%	13%	17%	20%
11	Improve ELL Student Achievement in Science	Science TAKS %Met	6%	8%	12%	16%
12	Improve ELL Student Achievement in Social Studies	Social Studies TAKS % Met	56%	60%	65%	70%

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 Yr Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve the use of multiple sources of student data (i.e., test data, interventions, attendance) to modify/enhance instruction in the classroom.	Teacher Survey I-8	31%	50%	95%	100%
2	Improve the use of interim assessment data (CBAs) to modify/enhance instruction in the classroom.	Teacher Survey I-10	28%	50%	95%	100%
3	Improve the confidence of using <i>DataSmart</i> .	Teacher Survey I-17	22%	75%	95%	100%
4	Improve quality feedback through "Learning Walks"	Teacher Survey PLC3	11%	30%	60%	95%

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Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase in and/or maintain TAKS scores toward the recognized and exemplary ranges	AEIS	N/A	Develop & establish baseline	Target derived from baseline	Target derived from baseline
2	Improve Principal's Leadership Effectiveness Score.	Teacher Survey	2.87	3.0	3.25	3.5
3	Improve student perception of the principal as campus leader.	Student Survey	71%	75%	80%	85%
4	Increase teacher report that reading coaches improve the effectiveness of instruction	Teacher Survey (PLC 16)	3%	10%	20%	35%
5	Increase teacher report that math coaches improve the effectiveness of instruction	Teacher Survey (PLC 16)	2%	10%	20%	35%
6	Show positive perception from principals regarding the <u>Team Leadership Model</u>	Principal Survey	N/A	Develop & establish baseline	Target derived from baseline	Target derived from baseline

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase time for teacher collaboration through increased days for professional development.	Professional Development Training Logs	7 days	10 days	15 days	15 days
2	Increase opportunities for modeling and peer coaching.	Coaching logs	N/A	Develop & establish baseline	Target derived from baseline	Target derived from baseline
3	Increase usage of the Curriculum Frameworks to improve focused time on scope and sequence.	Teacher Survey (PLC 6)	66%	70%	75%	85%
4	Increase minutes during the academic day for learning.	Extended Day Attendance Logs	N/A	Develop & establish baseline	Target derived from baseline	Target derived from baseline

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve communication between parents and the campus (Composite Score)	Parent Survey	2.71	2.9	3.1	3.5
2	Improve teacher's timely endeavors to contact parents about academic and behavior progress (Composite Score)	Parent Survey	2.50	2.75	3.0	3.25
3	Improve information to parents on student evaluation (Composite Score)	Parent Survey	2.75	3.0	3.25	3.5
4	Improve parent perceptions of campus efforts to assist with guidance on learning at home (Composite Score)	Parent Survey	2.38	2.5	2.7	3.0
5	Increase the collaboration of community services at the campus level.	Parent Liaison logs	NA	Develop& establish baseline	Target derived from baseline	Target derived from baseline

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	Improve teacher attendance	District Database	10	9	8	7
2	Improve classroom management and disciplinary climate	Discipline Referrals	.75	.70	.65	.60
3	Improve campus climate composite score for <i>Instruction</i> .	Teacher Survey	2.96	3.0	3.25	3.5
4	Improve campus climate composite score for <i>School Management</i> .	Teacher Survey	3.00	3.25	3.5	3.6
5	Improve campus climate composite score for <i>Employee Engagement</i> .	Teacher Survey	2.85	3.0	3.25	3.5
6	Improve campus climate composite score for <i>Professional Learning Community</i> .	Teacher Survey	3.12	3.4	3.75	3.85
7	Improve campus climate composite score for <i>Student Discipline</i> .	Teacher Survey	2.72	2.95	3.20	3.5

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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	Improve student growth for Reading	EVAAS – Value Add	-1.5	1.5	1.5	1.5
2	Improve student growth for Math	EVAAS – Value Add	2.1	1.5	1.5	1.5
Other – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						

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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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X	X	X
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	X	X	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	X	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	X	<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"/>	X	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	X
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"/>	X
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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C02	Provide Counseling.	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Drug-Related Activities					
#	Strategies for Drug-related Activities	Students	Teachers	Others	
D01	Provide early identification/intervention.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D02	Provide Counseling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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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Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	X	<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"/>	X	<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"/>	X	X
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"/>	X	<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"/>	X
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"/>	X	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	X	
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"/>	X	<input type="checkbox"/>	
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	X	
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.	X	X	X	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Transportation to Program Activities					
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others	
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Barrier					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary						
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A					Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276	
Project Period: August 1, 2010 through June 30, 2013						
Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$ 3,812,690	\$ 22,575		\$3,835,265
Professional and Contracted Services	5C	6200	\$1,202,020			\$1,202,020
Supplies and Materials	5D	6300	\$536,197	\$1,500		\$537,697
Other Operating Costs	5E	6400	\$289,000	3,000		\$292,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX				
Total Direct Costs			\$5,839,907	\$27,075		\$5,866,982
2.908% Indirect Costs				133,018		133,018
Grand Total						
Total Budgeted Costs:			5,839,907	160,093		\$ 6,000,000
Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						6,000,000
Multiply by 5% (5% limit)						X .05
Enter Maximum Allowable for Administration, including Indirect Costs						\$300,000.

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$2000000 Year 2: SY 2011-2012 \$2000000 * Year 3: SY 2012-2013 \$2000000 *		
* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
Appropriateness of Budget: <u>(1) The cost per student (total grant request divided by the total number of students served) is appropriate for the results expected.</u> The total students projected to be served on this campus are 2250 over three years, as well as 110 teachers and leaders and 2200 families. The total grant request is \$6,000,000 over three years, and each year we expect to serve the students for 40 hours per week for approximately 3,600,000 student hours per year, the teachers with extra services for 50 hours/week for 220,000 teacher hours per year, and the families for 5 hours a week for 440,000 family hours per year resulting in a cost per service hour of only \$0.71, or a cost per student service hour of only \$0.60. This cost per hour is minimal, considering that services provided include a complete transformation of the campus climate, with extensive, ongoing professional development and daily coaching and guidance for leaders and teachers, extended day and year services for students with tutoring by licensed professional teachers to increase academic achievement, equipment to raise the level of interactive instruction, and a wide range of social services and parent services to increase academic and lifetime success for students.		
<u>(2) The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the proposed project.</u> The budgeted personnel for the project covers sufficient extra-duty and substitute pay for teachers to cover training, planning, and extended day and year programs, with accompanying supplies and materials for both teacher, student and parent needs.		
<u>(3) Expenditures and activities are supplemental to, and do not supplant or duplicate, services currently provided.</u> All activities have been planned in coordination with existing programs and funding to ensure that they are supplemental and not supplanting. Business Manager will ensure that program activities do not supplant or duplicate services currently provided.		
Funding schedule notes: Schedule #5B – Payroll Costs – 6100 Payroll costs provide for the required and allowable activities as described in the RFA. District and campus support personnel will ensure that budgeted transformation activities are implemented. Evaluators and Administrative staff ensure that all reports are prepared and submitted on time and with adequate information. Teaching staff time allows for professional development and planning and to provide services to students as described above under #2, and adequately supports the academic and family services provided. Payroll is included for extended learning summer program staff. Schedule #5C – Professional and Contracted Services – 6200 Funds are included for recommended state provider SIRC, as well as additional local community services to be regularly involved in the schools as active supporters of the programs and services offered. Additional contracted services will provide additional family and professional development support as recommended in the Transformation model. Schedule #5D – Supplies and Materials – 6300 Equipment purchased directly relates to the transformation goals and academic needs of students. Training and materials for long-term systemic change are emphasized, along with family involvement and academic improvement materials related to the specific needs of the campus. Schedule #5E – Other Operating Costs – 6400 As required by the grant, funds are included for staff to participate in required and recommended training events. Any awards and incentives are small educational tools such as pencils or nametag lanyards that are used to promote attendance and academic performance. Costs are included for field trips to meet the needs of these students living in poverty with little opportunity for experiences which promote academic cultural literacy. Food costs are budgeted for snacks for special parent involvement activities and for day-long professional development that does not include breaks. Schedule #5G– Capital Outlay – 6500 The campus does not have sufficient classroom space or funds for extensive computer labs or in-room desktop computers, so mobile labs are budgeted to serve more students with hands-on instruction that is technologically advanced.		

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Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor	Targeted academic intervention				675,000
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist	8% of full time		1		19,200
Auxiliary						
12	Counselor	college readiness counseling	1			119,000
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	Promote parent engagement in student academic achievement	1			84,000
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: Data Analyst		1			190,000
23	Title: Business manager/coordinator		1			210,000
24	Title: District Shepherd		1			72,000
	Title: Inclusion Coach for in classroom teacher PD		1			140,000
	Title: After School Program Coordinator - plan & coordinate AS Program		1			60,000
	Title: After School Program Staff		7			75,600
	Title: Project Development Specialist - Grants - 8% of full time			1		19,200
25	Title: Transformation Specialist - 25% of full time			1		67,500
26	Subtotal Employee Costs				\$	1,731,500
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay				151,200
28	6119	Professional Staff Extra-Duty Pay				1,260,000
29	6121	Support Staff Extra-Duty Pay				210,000
30	6140	Employee Benefits				482,565
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	2,103,765
32	Grand Total Payroll Budget (line 26 + line 31)				\$	3,835,265

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval

	Expense Item Description	Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____	\$	\$
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____		
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose: _____ Printing Costs	0	24,000
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____		

Subtotal	0	24,000
6200 – Professional and Contracted Services Cost Requiring Specific Approval	0	24,000

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Student support contractor such as Drum Café, Student Ambassadors, or 7 Habits of Highly Effective Teens (contracts not to exceed \$10,000/vendor)			62262
2.	Professional Development Providers such as Kilgo, Kagan, CMP2 Math Training, Bi-Lingual/ESL, Data Disaggregation, team building etc. (contracts not to exceed \$10,000/vendor)			188758
3.				

Subtotal	\$ 0	251,020
Professional and Consulting Services Less than \$10,000	\$ 0	251,020

Professional and Consulting Services (6219) Greater than or Equal to \$10,000

1. Description of Professional or Consulting Service (Topic/Purpose/Service):
 SIRC - Services will be defined after initial planning period

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:		\$ 117,000	\$ 0	\$ 117,000

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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): Social Services Support@180 per student x 1500 - Services will be defined after initial planning period				
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:		\$ 810,000	\$	\$ 810,000
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 927000	\$	\$ 927000
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				251,020
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				927,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:				24000
Grand Total:				1,202,020

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$ 133,197	
	#	Type	Purpose			Quantity
	1	calculators	Math instruction			225
	2	computer	Student print shop			2
	3	printer	Student print shop			2
	4	Computer/printer stand	Student print shop			2
	5	Activ Tablet	Instructional use with interactive white board system			110
	6	laptop	Mobile computer lab			72
	7	Secure storage & charging station	Mobile computer lab			3
8	teacher laptops	Instruction and data monitoring	10			
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					133,197	
Remaining 6300- Supplies and Materials that do not require specific approval:					404,500	
Grand Total				\$	\$ 537,697	

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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)			\$	\$ 60,000
	Specify purpose:	conferences to be chosen after completion of needs assessment during planning period			
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				75,000
	Specify purpose:	Transport to extended summer program, advanced middle school classes, mentoring, academic field trips			
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (Includes registration fees)				
	Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization:				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:					135,000
Remaining 6400 – Other Operating Costs that do not require specific approval:					157,000
Grand Total				\$	\$ 292,000

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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					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					0

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education [P. L. 107-110, Section 4303(e)(1)].
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
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)).

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	 County-District No.
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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.

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: center;"> <u>220905</u> 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.

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>220905</u> County-District No. </div>
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>220905</u> County-District No.
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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.

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY	
	Standard Application System	
	School Years 2010-2013	<u>220905</u> County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

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

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	 County-District No. 220905
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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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- 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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- 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 in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

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

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798
 - 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
