

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Raymondville ISD Organization Name	245-903 County-District#
		Myra Green Middle School Campus Name	102 Campus Number
		1746001950 9-Digit Vendor ID#	041 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

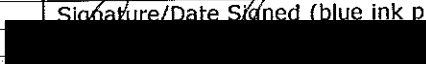
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Johnny	I.	Pineda	Superintendent of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(956) 689-2471	(956) 689-0201	jipineda@raymondvilleisd.org	 6-2-10

Only the legally responsible party may sign this application.

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

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

TEA DOCUMENT CONTROL NO.

701-10-112-350

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Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 <input type="checkbox"/>	<div style="text-align: center; background-color: #f2f2f2;">Proof of Nonprofit Status</div> 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"/>	<div style="text-align: center; background-color: #f2f2f2;">Assurance of Financial Stability</div> 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"/>	<div style="text-align: center; background-color: #f2f2f2;">Assurance of Submittal of Reviewer Information Form</div> 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 Raymondville ISD					
Mailing Address Line - 1 One Bearkat Blvd		Mailing Address Line - 2 Raymondville		State TX	Zip Code 78580
U.S. Congressional District Number TX-27		Primary DUNS Number 100076322		Central Contractor Registration (CCR) CAGE Code 5EZ18	
				NCES Identification Number 48365400409	
Campus Name Myra Green Middle School				County-District Campus Number 245-903-041	
Mailing Address Line - 1 One Bearkat Blvd		Mailing Address Line - 2 Raymondville		State TX	Zip Code 78580
Applicant Contacts					
Primary Contact					
First Name Johnny		Initial I.		Last Name Pineda	
				Title Superintendent	
Telephone (956)689-2471		Fax (956)689-0201		Email jipineda@raymondvilleisd.org	
Mailing Address Line - 1 One Bearkat Blvd.		Mailing Address Line - 2 Raymondville		State TX	Zip Code 78580
Secondary Contact					
First Name Sabrina		Initial G.		Last Name Franco	
				Title Principal	
Telephone (956)689-8171		Fax (956)689-5331		E-mail sfranco@raymondvilleisd.org	
Mailing Address Line - 1 One Bearkat Blvd.		Mailing Address Line - 2 Raymondville		State TX	Zip Code 78580

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

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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Texas Title I Priority Schools Grant Schedule #3—Purpose of Amendment		
Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.		
<input type="checkbox"/>	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary	
<input type="checkbox"/>	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code	
<input type="checkbox"/>	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G)	
<input type="checkbox"/>	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs	
<input type="checkbox"/>	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials	
<input type="checkbox"/>	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more.	
<input type="checkbox"/>	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.	
<input type="checkbox"/>	8. Reduction of funds allotted for training costs	
<input type="checkbox"/>	9. Additional funds needed	
<input type="checkbox"/>	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval	
<input type="checkbox"/>	11. Other (Specify)	
Part 4: Amendment Justification <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></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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14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <ul style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services 	Program Assurances	

and supports for students.			
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Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
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#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy).	Program Assurances	
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding.	Program Assurances	
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school.	Program Assurances	
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community	Program Assurances	

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

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.		
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.		
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time		
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.			

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Myra Green Middle School, in Raymondville, Texas, has been identified as a Tier III, Title I school in need of improvement, corrective action, or restructuring during the 2009-2010 school year and is seeking a grant to substantially raise student achievement, make adequate yearly progress, and exit improvement status. Myra Green Middle School students are composed of 98.6% Hispanics, 97.5% economically-disadvantaged, 50.1% at-risk, and 3.7% limited-English proficient students with a 15.3% mobility rate. The school has been perceived as a "failing school" due to the high turnover rate of principals and teachers. Continuity in campus systems, curriculum and instructional practices has been missing due to the yearly turnover of principals between 2002 and 2008. For the past two years, administration has remained the same and the campus has begun to re-establish positive relationships with parents, students, and staff. Parental involvement is gradually increasing, students are regaining pride in their school and positive relationships have become a school-wide focus. State and Federal standards have not been met consistently at Myra Green Middle School with gaps in TAKS test results in both Reading and Mathematics causing an Academically Unacceptable status in 2006 and again in 2008. Science 2009 TAKS scores fell to 41% far below the state minimum standard of 55%, thus adding an additional area of concern for Myra Green Middle School. For the past three years, the Reading scores have been approximately 30-45 percentage points higher than the Math and Science scores. The gaps between the sub-groups have been minimal since the problem in math and science is an "All Students" issue. According to the student data, the greatest needs are in Math and Science. The gaps in student TAKS performance can be attributed to high administrator and teacher turn over. The inconsistency of campus systems/procedures, curriculum, professional development, and instructional strategies allowed for the curriculum, instruction, and discipline to be dealt with by individual teachers through a non-systemic approach. Over the past two years Myra Green Middle School has implemented reform efforts in Professional Development; Curriculum and Instruction, Building Positive Relationships, Consistent Intervention Strategies, and Differentiated Instruction. Teachers were introduced to on-going professional development through workshops, and book studies. The staff utilized three of Robert Marzano's books to guide the campus on the reform efforts: <u>Classroom Management that Works, Instructional Strategies that Work, and Grading and Assessment that Work</u>. Administrators provided 18 hours of face to face professional development throughout the year and then required the teachers to keep a reflective journal to record implementation of the strategies. In addition, in order to build relationships with students, 90% of Myra Green Middle School staff went through 18 hours of Capturing Kid's Hearts professional development. Teachers implemented the activities and strategies recommended to create a positive culture. Flip Flippen, founder of Capturing Kid's Hearts and Teen Leadership, mentions that "you cannot discipline a child unless you have his heart," and this philosophy was at the focal point of the discipline management plan at Myra Green Middle School. In conclusion, the staff that has remained at Myra Green Middle School has proven themselves by enduring drastic change year after year with a new principal from 2002 to 2008. Their hard work and dedication to the students of Myra Green Middle School has not been in vain. The challenges have brought them unity, perseverance, and determination. Therefore, it is critical that Myra Green Middle School be granted the opportunity to continue and enhance the reform efforts to accomplish its school improvement goals: improve student achievement, create a positive support system for students and staff, build effective leadership, and increase learning opportunities for all stakeholders. Raymondville ISD and Myra Green Middle School are committed to ensure that all TIER III Transformation Critical Success Factors and Milestones are implemented, monitored, and evaluated in order to comply with all federal requirements of this grant.</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								166	174	151					491
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	166	174	151	0	0	0	0	491
Total Instructional Staff														54	
Total Support Staff														16	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	AEIS and AYP Reports														
2	DMAC Reports/INOVA Reports														
3	2007,2008,2009 C NA from SIRC														
4	TAKS Summary Reports														
5	Student Interest Survey/ C N A Perceptual Surveys														
6	PEIMS Data/Drop-out Rates														
7	Failure Rates/Passing Rates														
8	Master Schedule														
9	Promotion/Retention Rates														
10	2007,2008,2009 C NA from SIRC														

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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>Raymondville ISD and Myra Green Middle School have been addressing change since 2003. A high turn over rate in superintendents and campus principals have led to a low-performing campus. Each principal that was hired would conduct surveys, questionnaires, and campus improvement plans. But at the end of one year, the principal would leave and a new principal would enter the building with new ideas and the data collected previously would be tossed and staff, although frustrated, would do as they were told, and start from scratch. In 2008, a new administrative team was hired and has completed year two with Myra Green Middle School. Efforts for improvement have begun and the focus has been on improving student achievement. However, the change process has not been an easy task, a collaborative approach has been implemented to identify strengths and needs in order to turnaround Myra Green Middle School. Myra Green Middle School faculty and staff utilized the Region 20 ESC Comprehensive Needs Assessment process.</p> <ul style="list-style-type: none"> • Myra Green Middle School reviewed the purpose and outcomes for conducting the Comprehensive Needs Assessment at a faculty meeting, involving 100% of the middle school staff, held on April 15, 2010. • Committees were established for each area of the CNA which included student achievement, school culture and climate, staff quality, curriculum, instruction and assessment, family and community involvement, school content and organization, technology and demographics. All staff members were assigned to a committee to assure 100% participation that would empower them with decision-making opportunities. • Committees used the NCLB – Comprehensive Needs Excel Document to review possible data sources, to list those that would be reviewed, and analyzed in order to identify strengths and needs. Committees then determined the areas of priority and summarized needs. • Four types of data were collected and disaggregated: student achievement, school process, perception and demographics as prescribed by Victoria Bernhardt's book <u>Data Analysis for Continuous School Improvement</u>. Surveys were sent home to parents and the information on the surveys was reviewed as was feedback from previous parental meetings. • The Student Achievement Committee studied the accountability and district requirements to chart the difference between current student performance and required student performance. The committee identified how much improvement was needed and which student populations required immediate interventions. Myra Green Middle School used DMAC reports to help with this process. The analysis of data revealed a need for improved scores in math, reading, and science. • The Curriculum, Instruction, and Assessment Committee identified needs in academic performance. After analysis of data sources it revealed a need for professional development in areas of differentiation of instruction, implementation of rigor and relevance, summative and formative assessments, and classroom behavior management. • The School Culture and Climate Committee discovered patterns in the data which revealed the need for a community/parent liaison as a result from delving into parent and student surveys, parental involvement meeting agendas and student focus groups. The analysis also revealed a need for an advisory period, a support center for students and student engagement in activities to strengthen positive student relationships. • The Family and Community Involvement Committee reiterated the need for support for students through parental involvement in intervention programs, positive behavior systems, and a family/community liaison. • The School Context and Organization Committee uncovered the need for an expansion of elective courses, the institution of a public relations component and counseling services. • After the Staff Quality, Recruitment and Retention Committee reviewed PDAS, SBEC and PEIMS data, it was determined that Myra Green Middle School would benefit by attending Job Fairs for a larger pool of applicants. Quality staff performance and the need to recruit and retain professional staff ranked high in committee recommendations. It was also determined by the committee that offering high quality staff incentives would increase the chances to recruit and retain highly qualified staff. <p>Committees will utilize the Comprehensive Needs Assessment results to develop a new campus improvement plan during the Summer Planning Academy (August 9-11, 2010). Myra Green Middle School will invite the two feeder campuses' leadership team to participate in the Academy to ensure effective transition and alignment among the campuses.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Staff Members		
2	6 th -8 th grade Students		
3	Parents		
4	Region One ESC		
5	Faith Groups		
6	Raymondville Historical Society		
7	Community/Business Members		
8	Wells Fargo Bank		
9	Raymondville Chamber of Commerce		
10			

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Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>Raymondville ISD is committed to demonstrate the capacity to use grant funds to provide adequate resources and related services/support to the Myra Green Middle School campus to implement, fully and effectively, the required activities of the school intervention model through the following activities:</p> <ul style="list-style-type: none"> • Offer a comprehensive implementation and follow-up process to insure that grant funds are utilized in an efficient and effective manner and are aligned with the grant project requests; • Use the full campus site based team to select leadership, teacher leaders, and external providers • Develop a process to recruit, select and hire external providers of high quality as indicated by the needs assessment; • Continue to involve all stakeholders in the planning and application of the grant project; • Provide continuous opportunities for leadership and teacher training/mentoring to be job embedded using multiple sources; • Establish a process for determining site visits to other campuses that have successfully implemented the intended interventions; • Allow Myra Green Middle School staff to conduct business differently in an effort to make qualitative and sustained changes; • Support changes in curriculum, daily and annual schedules, discipline procedures, teaching methods, staff hiring, management, and other due changes deemed necessary to make lasting improvements within the school; • Provide capacity to assure related services are provided to fully implement the project; • Monitor that Myra Green Middle School will utilize key personnel to ensure that the goals, activities, and resources which will be provided for the school intervention model, as outlined within this grant based on a thorough needs assessment process, are carried out in an organized and timely manner. <p>A variety of internal and external experts along with key research documents were utilized to determine which resources and activities would be best suited to meet the needs of educators and students at Myra Green Middle School. Throughout the implementation period, local and state consultants/providers and district liaisons will be involved in providing additional services and support to Myra Green Middle School. The Raymondville ISD support plan is to:</p> <ul style="list-style-type: none"> • Utilize external providers, and consultants (including personnel from SIRC, Region One ESC) to aid the district and campus in the proper implementation of the resources and activities selected to meet the needs of the school. • Form key partnerships with nonprofit organizations, faith groups, and other community members to optimize the effectiveness and implementation of the activities outlined in the school intervention model. • Assist with public relations activities. A monthly calendar of events and newsletter will distribute every six weeks to communicate and entice community members to optimize the school's capacity, provide adequate resources and related support and effectively implement the required activities. • Ensure that the resources and personnel selected to aid in the school's provision to qualitatively meet the needs at the campus have been determined by conducting committee meetings where professional learning communities gathered to research the specific needs of Myra Green Middle School. <p>Successful restructuring under No Child Left Behind requires dramatic change in a short period of time, thus, an understanding of the change process can ease the way. In addition, collaborative support from the district and community is essential for school restructuring to succeed. Raymondville ISD and Myra Green Middle School are confident that the district and campus have the capacity needed to use grant funds effectively in order to conduct the required activities in a timely and efficient manner.</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>Raymondville ISD and Myra Green Middle School understand that identifying the core purpose of an organization is critical for effective school systems. In addition, all stakeholders must understand where they are going and why. In order for Raymondville ISD and Myra Green Middle School to create a consistent direction for all, Raymondville ISD and Myra Green Middle School consulted with relevant stakeholders regarding this application and proposed implementation of a school intervention model by conducting the following activities:</p> <ul style="list-style-type: none"> • District leadership team participated in an introductory meeting at Region One ESC April 7, 2010; • Campus leadership team attended a training on the Comprehensive Needs Assessment Process April 15, 2010; • Campus leadership team conducted a staff meeting at the campus to present the Texas Title I Priority Schools Grant application and explain the campus needs assessment process on April 15, 2010. In addition, 8 committees were established: Demographics; Student Achievement; School Culture and Climate, Staff Quality, Recruitment, and Retention; Curriculum, Instruction, and Assessment; Family and Community Involvement; School Context and Organization; and Technology; • Committees reviewed a variety of data sources, identified strengths and needs and created a summary of needs for each domain; • April 16, 2010 the campus leadership participated in a meeting hosted by Region One ESC regarding a perceptual survey which is correlated to the Nine Principles of High Performing Schools. The campus leadership team decided to utilize the survey to capture a campus snapshot. • The survey was conducted from April 19-April 23, 2010. Students, staff, parents, and community members were invited to complete the survey. Each survey question was correlated to the Nine Principles of High Performing Schools and campus was able to align the data to the summary of needs the committees listed. • Myra Green Middle School leadership team presented the campus and comprehensive needs assessment summaries to the District leadership team on May 17, 2010; • A student, parent, teacher and community member focus group meeting was held on May 21, 2010; The focus group was presented with the Grant purpose and goals, campus needs, and school improvement intervention models. The focus group was presented with the "Questions for Consideration" that were presented by the Texas Education Agency on April 22, 2010 and the committee then participated in a discussion; • The decision to implement the TIER III Transformation Model as the best fit for Myra Green Middle School was made on May 21, 2010. 		

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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).

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.

"Optimism is a leadership trait that is critical to effective reform because it provides hope during the difficult times that inevitably accompany substantive change" (Marzano, R. J., 2003). Fortunately, Raymondville Independent School District School Board, Superintendent, Central Office staff, and Region One ESC personnel have emulated this for Myra Green Middle School. The Raymondville ISD recognizes the importance and critical support the agreements between the Raymondville ISD School Board and Superintendent in regard to philosophy and goals provides for district and campus improvement efforts, as a result the district and campus commit themselves to develop policies that support the restructuring efforts. Raymondville ISD and Myra Green Middle School are aware that the school's philosophy statement, goals and objectives should be developed by administration, staff, students, parents, and community members and should reflect the school's commitment to meeting the individual needs of all students in integrated school and community settings (Villa, R. L., Thousand, J. S., 1992).

Myra Green Middle School will use Paradigm Consulting Group, GP as the external grant evaluator for this application. They will review all data formative, summative, qualitative and quantitative on a quarterly basis and will provide findings to the district and campus administration and school board. Paradigm Consulting will provide consultants with expertise in the Texas accountability system, the Texas Essential Knowledge and Skills curriculum alignment and instructional practices, best practices for student performance, student motivation, parental support, and systemic improvement initiatives. They have background in grant reading, evaluating and writing expertise as well as expertise as CIT Evaluators (Campus Intervention Team).

As deemed necessary through data findings and reports generated by the external evaluator, District leaders will modify policies and practices to ensure full and effective implementation of interventions with the support of the school board. District and campus leaders will work to engage the community- parents, business leaders, civic groups, and churches – in improvement efforts and embrace recommendations that will help raise student achievement at Myra Green Middle School. High expectations with "no excuses" will be accompanied by clear expectations of personal responsibility. Furthermore, the school board will use its governance role to develop policies that support improvement efforts at Myra Green Middle School. Raymondville ISD and Myra Green Middle School staff will provide time and assistance to school board members to learn about the school improvement initiatives in the grant.

Eradicating chronically low performance is not a onetime project; it is a commitment that is a core part of the school and district work. Sometimes organizations must undergo repeated restructuring to achieve desired success. Myra Green Middle School commits to identifying and promptly addressing failure through the use of corrective action procedures and setting clear performance goals. Raymondville ISD commits to allowing Myra Green Middle School to deviate from previously ineffective organizational practices to proven and effective research based strategies. Though changes may be inconvenient or uncomfortable both Raymondville ISD and Myra Green Middle School faculty and staff must support change and implement effective school practices which are essential to school reform (Center on Innovation and Improvement, 2007.) All stakeholders will collaborate to effectively implement all school intervention model critical success factors and milestones listed in this grant.

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Myra Green Middle School will adopt a school-wide approach to resource allocation to integrate efforts at the local, state, and federal levels. Existing programs such as DMAC and CSCOE will be supplemented through the activities of this grant. There are designated funds to support these programs as well as others that have shown to be effective and currently being implemented so that the funds from the grant are a jump start, supplemental boost towards student success for the programs and services outlined in this application. The resources provided through this application will provide the vehicle necessary to insure quality educational experiences for all student groups at Myra Green Middle School. In this manner, each of our students will develop intellectually, socially, emotionally, physically and ethically. This strategic alignment of resources including funding, personnel, and technology will help increase student performance and achievement and minimize the achievement gap among all student groups. Furthermore, the resources will be aligned to recruit, develop, and retain teachers and support staff. The resources will supplement, not supplant existing programs and resources. Reviews will be conducted of campus, district, state, and federal allocations at Campus Advisory Team meetings to ensure stewardship. The integrated funds will be utilized to meet the needs of all student groups including, but not limited to ESL/Bilingual, Migrant, Special Education, Gifted and Talented, At-Risk and Economically Disadvantaged students. Myra Green Middle School will utilize resources to offer successful programs that promote high expectations across all content areas. Some of the initiatives that will be addressed include enriched summer learning opportunities for low performing students, comprehensive training opportunities for teachers and support staff in differentiated instruction, Response to Intervention (RTI), classroom modifications and accommodations. To avoid premature placement in Special Education effective research based training will be provided to safeguard the process and to exhaust all other means prior to the referral process. Myra Green Middle School will design and create an accelerated program for reading and mathematics. Myra Green Middle School will utilize aligned resources to form key partnerships in an effort to provide safe and efficient schools where administrators, teachers, support staff, students, and community members work together to develop the whole child in safe, risk-free literacy environments.</p>		
Need 1 – Improved student achievement in the Core content areas Resources requested in this application – additional support of the tools necessary to make data driven decisions regarding instruction and student placement in special programs and activities. Additional technological, multimedia resources to support classroom instruction. Professional Development for the teachers on instructional strategies for intervention and differentiation.		
Need 2 – Student support Students have many obstacles to overcome with poverty, drugs, gang pressures, bullying, alcohol, inappropriate relations with others and abuses. These underlying problems exist that prevent students from being able to give their best in the classroom. This application is requesting the addition of personnel to serve in support roles for the students. A student support center. A gateway is being created for community mentor role models. Additional time is given during the school day for advisory. Increased elective offerings for diversity in student learning.		
Need 3 _Parental Involvement Middle School is the time when children start to break away from their parents. They think they are adults but, are truly, still needing the guidance and supervision of their parents. It is up to the school to partner with parents to create a safety net for these vulnerable students. Education levels, language and technology barriers keep parents away. This application is requesting funds for a parent/community liason, parent nights to come and learn English, develop skills in technology, and partnering opportunities with the school to be advocates for their children.		
Need 4 – Quality Educators (Principals, Administrators and Teachers) You cannot give what you do not have. Myra Green Middle School staff and administration have made a commitment together, through this application, to expand their knowledgebase by attending workshops, conferences, and presentations on curriculum, instruction, assessment, and technology. They are willing to sharpen their instructional delivery through job embedded staff development. They are devoted to meet and plan together for the success of the initiatives laid out in this application. They will attend job fairs to recruit the highest quality professionals to become part of their team;. This application will allow for all of these activities to take place. Retention of quality staff will be addressed through incentives and awards to retain those most qualified.		

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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>Raymondville ISD recognizes that the effective administration and management of this program requires strong leadership skills, management experience, academic training and an understanding of rural, low income, and disadvantaged communities. Given these essential characteristics, aptitudes and abilities, the Texas Title I Priority Schools Grant administration will be selected by the site based team that will seek the following qualities, skills and expectations:</p> <p>GRANT PROGRAM MANAGER QUALIFICATIONS:</p> <p>Master's Degree or higher; Certification in Administration and/or Director of Instruction; and demonstrated leadership in working with students, staff, parents, and the general public.</p> <p>NECESSARY SKILLS:</p> <ul style="list-style-type: none"> • Ability to read, analyze, and interpret academic standards and assessment data • Ability to utilize technology • Ability to define problems, collect data, establish facts, and draw valid conclusions • Ability to utilize technology word, excel, power point • Ability to communicate with all stakeholders grant initiatives plans and successes • Understanding of curriculum alignment and implementation • Knowledge of student diversity and differentiation • Ability to timely provide required reports to the Agency for grant progress monitoring • Skills with scheduling multiple activities, workshops, site visits for participating grant team members <p>REPORTS TO: District Administrator</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <ol style="list-style-type: none"> 1. Reports regularly to the District Administrator and provides him/her with oral reports and/or written summaries regarding the status of curriculum and instruction within the district. 2. Chairs and assists the RLA in a systemic review and comprehensive assessment of all grant programs. 3. Works with the individual Teams to assist them in the development, implementation, evaluation and revision of grant activities based on student performance 4. Coordinates compliance with federal, state, and grant guidelines, standards and legislated mandates. 6. Assists the Administration in the development of budget implementation for grant activities 7. Ensures that all grant activities are well planned, timely, and implemented to full capacity 8. Works individually and collectively with staff to ensure that they are properly trained and know how to use the resources in which they are provided 9. Provides oversight of special projects as they relate to grant initiatives 10. Completes other tasks as assigned by District Administrator 		

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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>A Restructuring Leadership Team (RLT) consisting of Central Office and campus based personnel, including the Superintendent, District Shepard and key Curriculum and Instructional staff, will be assigned to assist Myra Green Middle School throughout the duration of the project. This team will commit to attending Leadership Coaching seminars, conducting site visits on a six weeks basis, and facilitating online professional seminars and professional learning communities for teachers and support staff with resources and consultation provided by SIRC, Region One ESC, and External Providers. The Restructuring Leadership Team will be required to conduct after school networking meetings with key stakeholders to discuss online professional seminars on a variety of topics such as differentiated instruction and other relevant topics that will also be provided by external consultants throughout the duration of the project. These meetings and training seminars will help teachers, parents, and support-staff expand their repertoire of strategies to provide quality educational delivery techniques for students.</p> <p>Raymondville ISD commits to ensuring that the Restructuring Leadership Team has all of the resources needed to support the intervention model. At the beginning of the year, the project manager, Mr. Pineda, will provide a one day orientation session for administrators, teachers, support staff and parents to provide tips on helping the campus understand their roles in the implementation phase of the project. The project manager will also assign duties to the Restructuring Leadership Team members as they help campus based leaders, including administrators and lead teachers, conduct web based seminars, monthly networking meetings, book study sessions, focused classroom observations, peer coaching and other forms of professional development options. These varied professional development models will help create a cohesive school where teachers, support staff, parents, and administrators constantly discuss instructional practice and student learning. Increasingly, educators are viewing their collective expertise as expanding and improving with time, as large numbers of educators develop innovations that lead to students' success and then pass this vast knowledge on to colleagues.</p> <p>To acquire an expanding repertoire of skills, which will steadily improve student results, all teachers at all stages of development must maintain their growth as professionals by learning from and with each other. (Odell, Sandra J., 1990) The Restructuring Leadership Team will be required to submit classroom observation checklists on a six weeks basis to the project manager. The project manager will cluster the district's Restructuring Leadership Team (RLT) with the campus staff in small learning communities to have meaningful conversations about specific topics of need and interest.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>For a reform to be sustained, it must be institutionalized. When the entire school community takes a vested interest in the academic achievement of students and forms part of the decision-making process within the initial stages of the project as the vision and goal statements are formulated, sustainability after the grant period ends, continuation of project initiatives will be enhanced. After conducting research on school reform sustainability efforts, Raymondville ISD and Myra Green Middle School will take the following steps to increase the sustainability of its restructuring efforts:</p>		
<ul style="list-style-type: none"> • Demonstrating commitment and focus by all stakeholders based on its unified vision and mission • Building strategies to elicit and enhance trust among all stakeholders • Utilization of a continuous improvement approach to restructuring efforts • Emphasis on prevention rather than remediation (Oaks, 1993) • Utilization of mentorship programs to build leadership capacity, support new teachers through a systematic, research-based teacher induction program • Engaging in progress monitoring, monitoring outcomes, and learning and adaptation as a result of monitoring challenges, approaches, and innovations • Trainer of Trainers comprehensive training model for teaching and learning • Bottom-up leadership emphasis • Promote and elicit genuine interest in change as a school community • Strong teacher and administrative support • Critical mass involved in implementation of reform effort • Sustained professional development • Practical plan for implementation and monitoring the change effort (Robb, L., 2000) 		
<p>Myra Green Middle School will utilize a continuous improvement approach for managing sustainable development strategies known as the four-part strategic management model. The four components are as follows:</p>		
<ol style="list-style-type: none"> 1). Leadership consisting of consensus on vision and priority goals 2). Planning with key stakeholders to empower and build capacity 3). Implementation of activities by mainstreaming sustainable development strategies with controls and incentives, and 4). Monitoring, learning, and adaptation by monitoring activities and outcomes, and assessing and discussing priorities. (International Institute for Sustainable Development, 2004) 		

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<p>Section A: LEA (District) Capacity Responses are limited to one page each, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.</p>		
<p>Raymondville ISD will implement the following process to recruit, screen, and select external providers to ensure their quality:</p> <ul style="list-style-type: none"> • The most qualified applicants to serve as lead and support external providers will be to determine the "best fit" individual according to the job description and roles that we intend for that individual to perform or implement. • Recruitment of the lead external provider from the TEA School Improvement list of approved external providers. We will select our other internal and external support/partner providers based on previous qualitative school improvement experience and major accomplishments based on our school restructuring intended goals and objectives. • A committee of central office and campus administrators, teachers, and parents will be formed to create quality interview questions. The interview questions will include a combination of scenarios and open ended questions that will focus on the goals and priorities based on the Comprehensive Needs Assessment (CNA). • An interview schedule where committee members will be present to record responses to interview questions on a formal interview form that will be categorized from the most qualified applicant to the least qualified. • We will examine the applicants experience, past success record, ability to communicate and connect with our educators and school community members. • We will analyze academic changes impacted as well as their impact on school climate, culture, and their ability to instill a unity of purpose among the school community. • Committee members will analyze the applicants resumes closely, and we will contact school district personnel that they have worked with in the past to discuss their past success record. • We will ultimately select the external providers that best meet our performance expectations. <p>Raymondville ISD will ensure that we get the most committed partners and providers. We will ensure that they are well versed on such topics as disaggregation of data, differentiated instruction, best practices across all content areas, strategies to meet the needs of English Language Learners, cooperative learning techniques, leadership and management skills, ability to communicate effectively with all stakeholders, individuals who hold high expectations for all, and other important skills and characteristics that are required of school restructuring and improvement project support staff.</p> <p>Raymondville ISD will have formative and summative performance expectations for them, and we will monitor implementation of the intervention delineating who will do what and when.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Myra Green Middle School will empower teachers, support staff, and community members to engage in professional study. One powerful method of professional study will be accomplished through frequent site visits to locations that have successfully implemented the Transformation Intervention Model. Myra Green Middle School will consult with SIRC personnel, Region One ESC staff, and read the latest research on the Transformation Model. The campus will not only visit Transformation Model sites, but it will also consult with our professional learning communities to investigate local and state districts and campuses that are successful in specific methods that the campus would want to employ based on the Comprehensive Needs Assessment. Myra Green Middle School will identify neighboring districts that have been successful in different areas listed in the Critical Success Factors and Milestones. For example, Sharyland I.S.D. has a successful discipline management plan. In addition, the campus would visit IDEA Public Schools and Hidalgo I.S.D. for they have one of the best secondary schools in the nation. Myra Green Middle School could visit Weslaco I.S.D. to view their model new teacher induction program.</p> <p>At Myra Green Middle School, all stakeholders will implement research-based practices that build on the latest brain-research thus enabling students to learn using a variety of learning modalities. Districts and campuses will be selected based on research-based practices, and best practices. Positive Behavior components will also play a vital role when selecting a campus or district. Myra Green Middle School will select places where students are valued, included, and respected. Through the Professional Learning Communities, the campus will review the literature, interview key educators and experts, and inquire with local universities that align with the restructuring philosophy of teaching and learning as part of the site visit selection process. Site visits will allow educators who are skeptical about change to be observers and listeners, and to speak with colleagues who have successfully utilized and implemented best practices. Site visits will renew and energize teachers, inspiring them to change classroom environments, teaching practices, and school organization systems in an effort to improve the ways students learn, parents participate, and the teachers function.</p> <p>One of the key elements of site visits at Myra Green Middle School will be follow-up conversations and journals. These conversations and journal entries will not only support and improve learning along the way, but it will also serve as a time for reflecting on the implementation efforts by all of the teachers. Teachers will record questions that they have, they will record ideas that they plan to utilize, and they will be given opportunities to debrief with model school staff. Teachers will continue to hold conversations about questions that remained unanswered at the monthly networking meetings that will be conducted with the guidance of the central office Restructuring Leadership Team (RTL). As a result of the questions and debriefing meetings, schedules can be shared, and focus conferencing sessions can be conducted with individual or groups of educators. Educators can e-mail RLT members and together they will attempt to solve problems. The exchange of written communication often builds a trusting relationship and holds the potential for nudging stakeholders forward. Release time will be afforded to engage in these powerful learning communities at least once a month, either to engage in meaningful conversations on key topics or to provide enriched training and lesson planning time for teachers and support staff. Informal lunch meetings and consultant facilitated study groups will also be utilized as strong follow-up support systems. Administrators will attend these networking meetings where teachers will be invited to apply and share new ideas and strategies gained from the site visits. All stakeholders will be encouraged to reflect and self evaluate their implementation efforts using an informal observation checklist and an implementation reflection and self-evaluation form which will be submitted to the project manager in December and April of each year. A move from the traditional staff development model to professional study requires leadership and commitment from the principal and all stakeholders. (Robb, L., 2000)</p>		

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (Is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p>Raymondville ISD does not have any campus identified as a Tier I school.</p>		

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

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Section B: Model Selection Process –Describe in detail: 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
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Raymondville ISD and Myra Green Middle School have selected the Tier III Transformation Model as the "best-fit" school intervention model that aligns to the identified needs of the campus. As mentioned in Schedule #4B-Part 1: Comprehensive Needs Assessment Cont., Raymondville ISD and Myra Green Middle School received input from all stakeholders:		
<ul style="list-style-type: none"> • District leadership team participated in an introductory meeting at Region One ESC April 7, 2010; • Campus leadership team attended a training on the Comprehensive Needs Assessment Process April 15, 2010; • Campus leadership team conducted a staff meeting at the campus to present the Texas Title I Priority Schools Grant application and explain the campus needs assessment process on April 15, 2010. In addition, 8 committees were established: Demographics; Student Achievement; School Culture and Climate, Staff Quality, Recruitment, and Retention; Curriculum, Instruction, and Assessment; Family and Community Involvement; School Context and Organization; and Technology; • Committees reviewed a variety of data sources, identified strengths and needs and created a summary of needs for each domain; • April 16, 2010 the campus leadership participated in a meeting hosted by Region One ESC regarding a perceptual survey which is correlated to the Nine Principles of High Performing Schools. The campus leadership team decided to utilize the survey to capture a campus snapshot. • The survey was conducted from April 19-April 23, 2010. Students, staff, parents, and community members were invited to complete the survey. Each survey question was correlated to the Nine Principles of High Performing Schools and campus was able to align the data to the summary of needs the committees listed. • Myra Green Middle School leadership team presented the campus and comprehensive needs assessment summaries to the District leadership team on May 17, 2010; • A student, parent, teacher and community member focus group meeting was held on May 21, 2010; The focus group was presented with the Grant purpose and goals, campus needs, and school improvement intervention models. The focus group was presented with the "Questions for Consideration" that were presented by the Texas Education Agency on April 22, 2010 and the committee then participated in a discussion; • The decision to implement the TIER III Transformation Model as the best fit for Myra Green Middle School was made on May 21, 2010. 		
The following timeline delineates the steps Myra Green Middle School will take to implement the selected intervention:		
Improve Academic Performance, including (but not limited to) Reading/ELA and Math:		
Data-driven instruction- Summer 2010 to Summer 2011		
1. Use the services of Edugilent Publishing, D2SC assessment software and Scantron to work with the Restructuring Leadership Team RLT to create a district assessment structure that is: <ul style="list-style-type: none"> a. supported by a technical infrastructure that allows teachers the ability to access data immediately so that they can use the data to inform and impact instructional decision making b. able to provide students with online and paper assessments in preparation for future TAKS/STAAR c. a repository of student data to be stored from a variety of assessments d. a system that will allow teachers and administrators immediate feedback on student progress 		

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2. Use the services of Edugilent Publishing, LLC and D2SC to create and provide professional development in assessment technology for teachers and administrators in, as well as grade book programs and access to products through the Edugilent's website.		
Curriculum Alignment (Both Vertical and Horizontal)- Fall 2010- Fall 2011		
1. Use the services of the author of TxCADs, Robin A Baucom, and Region One ESC CSCOPE Specialists to work with the RLT to create and provide professional development in curriculum alignment in ELA, Math, Science, and Social Studies that is: <ul style="list-style-type: none"> a. aligned to the state accountability system b. vertically aligned from grade to grade c. embedded with technology applications d. inclusive of a vertically aligned vocabulary list e. supported by a yearly overview, scope and sequence, pacing guide and instructional calendar 		
Feeder Campus Alignment Fall 2010-Fall 2013		
1. Core content area teachers will work with their peers on the feeder campuses to ensure curriculum alignment in the content and instructional practices.		
On-Going Monitoring of Instruction- Summer 2010- Spring 2011		
1. Use the services of SIRC, Edugilent Publishing, ESC Region 1 to create and provide a Leadership Academy that will enable administrators and the RLT to support and monitor: <ul style="list-style-type: none"> a. district curriculum implementation b. integration of technology into the classroom c. the use of technology in data driven decision making d. the use of technology to support administrative tasks e. teacher teaming and collaboration strategies 		
Increase the Use of Quality Data to Drive Instruction:		
Data Disaggregation/Training- Summer 2010-Fall 2011		
1. Use the services of SIRC, Edugilent Publishing, Region One ESC to provide professional development in data disaggregation. <ul style="list-style-type: none"> a. Teachers and Administrators will utilize DMAC, TxCADs, Edugilent Software, and INOVA to manage state assessment data, and state standards. b. Data will be available by teacher, grade, subject, and campus. c. Data will be provided on a timely manner in order to ensure adjustments in instructional timelines. d. Data will be disaggregated to all stakeholders: staff, student, parents, and community partners. 		
Data-driven Decisions- Summer 2010-Summer 2011		
1. Use the service3s of SIRC, Edugilent Publishing, Region One ESC to provide professional development in data-driven decisions. <ul style="list-style-type: none"> a. Teachers and administrators will learn how to screen students for placement, using progress monitoring. b. Teachers will use formative assessments to determine curricular changes. c. Teachers and administrators will learn how to interpret annual performance data to identify areas of weakness/needs for future educational focus. 		
On-going Communication- Fall 2010-Spring 2013		
1. Hire a public relations coordinator to provide the following activities to ensure on-going communication for grant and campus progress: <ul style="list-style-type: none"> • Staff Newsletter • Promote Volunteer Programs 		

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<ul style="list-style-type: none"> • Promote Strategic planning columns, ongoing updates regarding status • Recognition for those involved in the process • Record focus groups: building/staff/department meetings • Solicit and promote input on mission, belief statements, vision • Build two-way feedback into already scheduled meeting • Coordinate strategic planning speakers bureau • Share the vision, mission, and strategic goals • Solicit community members to participate on action items <p>2. Administrators will communicate effectively with staff, parents, and students via:</p> <ul style="list-style-type: none"> • Email • Campus Newsletters • Newspaper • Campus Website • School Improvement Committees • Campus Site-base Committees • District-Improvement <p>3. Campus will provide an outreach strategies for involving the community</p> <p>Increase Leadership Effectiveness:</p> <p>On-going Job Embedded Professional Development- Fall 2010-Spring 2013</p> <p>1. Use the services of SIRC and Region One ESC to provide on-going job embedded professional development-reflective coaching for teachers and administrators.</p> <ul style="list-style-type: none"> • In class—Professional development in the classroom can occur in one of these three major forms: modeling, team teaching, or observation (for monitoring purposes). • Planning periods—Job-embedded professional development and reflective coaching cannot occur without time for planning and discussion. The teacher and reflective coach must routinely schedule meeting times during the teacher's planning periods. • Common Planning Periods—There may be many different uses of common planning time, ranging from the analysis of student work to brainstorming innovative instructional strategies. Use this time for sharing reflective inquiry or action research with your team members. • Restructured days—Professional development doesn't stop just because a workshop is finished. If job-embedded professional development is already in place at the school, the teacher and reflective coach can incorporate new information from the workshop into the ongoing professional development plan. (Classroom Leadership, Vol. 5, May 2002) <p>Operational Flexibility- Fall 2010-Spring 2013</p> <p>1. Implement Operational Flexibility to promote shared responsibility and accountability of all transformation activities.</p> <ul style="list-style-type: none"> a. District Restructuring Leadership Team will provide support for all transformation activities. b. Establish a positive organizational culture using the collaborative leadership approach. c. Implement flexible calendar, budget approval paths, and procedures to comply with transformation activities. d. Administrators will be flexible in their day to day operational decisions to allow for creative problem solving and staff ownership. 		

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Resource/Data Utilization- Fall 2010-Spring 2013 <ol style="list-style-type: none"> a. Administrators and teachers will utilize research-based methods, strategies, and interventions create lessons, professional development opportunities, and interventions. b. Create a Curriculum Resource Library for teachers, administrators and student-teachers to utilized to learn about curriculum, instruction, assessment, pedagogy, and interventions. c. Utilize data attained from curriculum-based assessments to drive instruction and/or differentiate instruction. d. Incorporate media/library resources as a means to communicate, engage students, and promote real-life experiences for teachers, students, and parents. 		
Increase Learning Time: Flexible Scheduling – Summer 2010-Spring 2013 <ol style="list-style-type: none"> a. Include a zero period that will be 30 minutes at the beginning of the day to be utilized for Positive Behavior Support Time- Flexible Tutorials, Character Education, and Advisory Time. b. Include a 30 minute Accelerated Instruction period after lunch to address interventions or advanced academic preparation. 		
Instructionally-focused Calendar- Summer 2010-Spring 2013 <ol style="list-style-type: none"> a. All of the Teacher Workshops will front loaded at the beginning of the year. b. Teachers will utilize Saturdays and after-school to attend workshops. c. Teaching schedule will highlight specific benchmarks and skills d. Calendar will include: Benchmark clarification, Focus, and Instructional Strategy of the week, and common vocabulary words that will be aligned to lesson activities. 		
Staff Collaborative Planning- Summer 2010-2013 <ol style="list-style-type: none"> a. All core teachers will have a common planning period scheduled into their teaching day. b. Teachers will utilize a six-step process (including needs assessment, brainstorming, strategic planning, communicating plans, coaching for effectiveness, and periodic monitoring) to achieve needed reforms. 		
Increase Parent/Community Involvement: Increased Opportunities for Input – Fall 2010-Spring 2013 <ol style="list-style-type: none"> 1. Use the services of SIRC, Region One ESC to provide professional development services to student, teacher, parent, and administrator organizations. <ol style="list-style-type: none"> a. Create a student council organization b. Create a parent-teacher organization c. Network with non-profit organizations (United Way, Boys and Girls Club) to provide input for student enrichment. d. Conduct perceptual surveys to attain information for the Campus Needs Assessment. 		
Effective Communication- Fall 2010-Spring 2013 <ol style="list-style-type: none"> 1. Use the services of Edugilent Publishing and ESC Region 1 to work with the RLT to establish a shared vision and communication to all stakeholders for student success through: <ol style="list-style-type: none"> a. community forums b. grant progress updates provided at board meetings c. communications to stakeholders through school website and newsletter d. publishing grant success in local newspapers e. notifications to parents through email, regular mail, and online grading 		

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Accessible Community Services- Fall 2010-Spring 2013 <ol style="list-style-type: none"> 1. Partner with Social Workers and Community Service Organizations to provide assistance to students, and parents. 2. Invite community service organizations to present to parents and students once a month. 3. Create a partnership with community service organizations to promote service-learning at the campus. 		
Improve School Climate: Increased Attendance- Fall 2010-Spring 2013 <ol style="list-style-type: none"> 1. Create an attendance incentive plan for teachers and students to increase student and teacher attendance rates. <ol style="list-style-type: none"> a. Reward classes every week with highest attendance rates. b. Reward students who have perfect attendance every six weeks. c. Reward teachers with perfect attendance every six weeks. 		
Decreased Discipline Referrals- Fall 2010-2013 <ol style="list-style-type: none"> 1. Use the services of Region One ESC Project School-wide Specialists to provide on-going staff development to teachers, administrators, students, and parents to help decrease discipline referrals. <ol style="list-style-type: none"> a. Implement Positive Behavior Center for students in need of interventions, drug and alcohol abuse, physical abuse, peer mediation, support services, and adolescent counseling. 		
Increased Involvement in Extra/Co-Curricular Activities- Fall 2010-Spring 2013 Increase Teacher Quality: <ol style="list-style-type: none"> 1. Use the services of Edugilent Publishing and ESC Region1, support service providers, local consultants to increase teacher quality. <ol style="list-style-type: none"> a. Implement a Peer Coaching Model to foster mentorship relationships and improve teacher quality. b. Provide podcasts, webinars, and book studies, lesson studies to increase teacher skills. c. Increase teacher planning time d. Organize curriculum writing teams to share pedagogy, instructional strategies, and e. Implement new teacher induction program. f. Utilize on-line courses to increase teacher content knowledge. 		
Locally Developed Appraisal Instruments- Fall 2010-Spring 2011 <ol style="list-style-type: none"> 1. Use the services of Region One ESC and SIRC to provide staff development to teachers and administrators to identify highly effective characteristics of quality teaching. <ol style="list-style-type: none"> a. Utilize all teachers and administrators to create a locally developed appraisal instrument that focuses on student engagement, learning time, and value-added student achievement. b. Clarify all school improvement expectations and non-negotiables. c. Utilize appraisal instrument to reward teachers who exhibit proficiency in quality teaching and remove teachers who do not show improvement in student achievement. 		
On-going Job Embedded Professional Development – Fall 2010-Spring 2013 <ol style="list-style-type: none"> 1. Use the services of Edugilent Publishing and Region One ESC, support service providers, local consultants to provide on-going job embedded professional development to all teachers and administrators to increase teacher quality. 		
Recruitment/Retention Strategies- Fall 2010-Fall 2012 <ol style="list-style-type: none"> 1. Reward all teachers and administrators that have demonstrated proficiency in improving student achievement. 2. Provide stipends for all staff who participate in school improvement efforts. 3. Implement new teacher mentor program such as Ginger Tucker First Year Teacher 4. Provide retention program for 2-5 year teachers such as Ginger Tucker Effective Classrooms Training. 		

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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 allgns to the identified needs of the campus.			
1	Teachers and Para-educators		
2	Campus Leadership Team		
3	District Leadership Team		
4	Students		
5	Parents		
6	Community Members		
7	Campus School Improvement Focus Group- Students, Teachers, Para-educators, Parents, Community Members		
8	School Board Members		
9			
10			

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

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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 1B 1C	Improve Student Achievement in Reading/ELA	36% LEP 58% Sp. Ed.	AEIS Report, Student grades, CSR's	August 2010	June 2013
1A 1B 1C	Improve Student Achievement in Mathematics	51% Sp. Ed. 33% LEP	AEIS Report, Student grades, CSR's	August 2010	June 2013
1A 1B	Engage in data driven instruction	School community will be connected by a sense of purpose	<u>The Basic School: A Community for Learning</u> by Ernest L. Boyer	August 2010	June 2013
1A 1B 1C	Engage in ongoing monitoring of instruction by lead teachers and administrators	To share how to use and analyze data for comprehensive and continuous school-wide improvement	<u>Data Analysis for continuous school improvement</u> by V. Bernhardt, Ph.D.	Dec.r 2010	June 2013
1A 1B 1C	Ensure alignment of the written, taught, and tested curriculum (vertical and horizontal)	Effective instruction will be defined by campus community	SIRC 2009 "Effective Instruction"	August 2010	June 2013
1C	Develop and revisit school vision and mission	To provide a support system for effective instruction	SIRC 2009 "Effective Instruction"	August 2010	September 2010
1A	Engage in robust core instructional technology efforts	Studies have shown that children conversant with technology show improvements in reading, writing and math skills	"Importance of Technology in Schools" by Manali Oak	October 2010	June 2013
1A	Purchase needed technological resources and tools in a timely manner	Having a variety of instructional technological tools in a timely manner offers students a pleasant learning experience allowing them to gain and augment their knowledge (student achievement).	North Central Regional Educational Library: Learning Point Associates	August 2010	June 2013
1A 1B 1C	Hire instructional technology strategist or consultant	An instructional technology strategist will assure proper integration of technology in the curriculum to deepen and enhance learning.	The George Lucas Educational Foundation/Edutopia and SIRC "Technical Assistance Providers"	August 2010	June 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
1A 1B	Provide research-based training as related to differentiated instruction (ELL/Special Needs students/ Migrant/Other	"Understand how differentiation as a tool can allow teachers to meet the needs of struggling students without sacrificing rigor in the classroom."	Texas School Improvement Conference	January 2011	June 2013
1A 1C	Set up follow-up support systems and resource personnel to ensure quality implementation of outlined strategies and initiatives	"To ensure that all students achieve academic proficiency to meet student performance standards."	NCLB/AYP SIRC "Key Systems to Support Effective Instruction"	August 2010	June 2013
1C	Conduct Comprehensive Academic Review and Evaluation (CARE) meetings with teachers, administrators, counselors to discuss student progress or lack of	To use assessment data to channel instruction to an effective path and appraise the efficacy of the campus instructional programs	SIRC "Key Systems to Support Effective Instruction"	August 2010	June 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
2A	Hire external consultants (SIRC/Etc.) to train staff on data analysis and disaggregation	Monitoring data is critical for Myra Green MS in order to meet the increasing AYP standards.	SIRC "Key Systems to Support Effective Instruction"	June 2011	June 2013
2A 2B 2C	Teachers and administrators will meet regularly in order to engage in on-going communication about the integration of standardized tests as key sources of data to inform and shape classroom practice	"Structured time for teachers to analyze results, share ideas, develop strategies to focus instruction, and design interventions is necessary."	SIRC "Key Systems to Support Effective Instruction"	August 2010	June 2013
2A 2B 2C	A teach, assess, re-teach cycle that uses periodic formative assessments to gauge skill mastery will be utilized (data driven decisions)	Implementing benchmarks at district level, mini-benchmarks/common assessments at the campus level and skill checks by the teachers, should create a guide that identifies the need for interventions.	SIRC "Key Systems to Support Effective Instruction"	August 2010	June 2013
2A 2B	Utilize INOVA and DMAC to ensure continuous use of data to inform and differentiate instruction	-INOVA offers the campus a process for continuous improvement which brings about systemic change. - DMAC Solutions consists of a suite of web-based applications developed to assist educators with their assessment and curriculum needs.	Region XI- INOVA Region VII- DMAC	August 2010	June 2013
2C	Provide quick feedback on formative and summative assessment results that are aligned to state standards in order to commit to a fast cycle of continual improvement	Getting the easy to interpret data in a recommended turn around time of 3 days will ensure improved academic results.	SIRC "Key Systems to Support Effective Instruction"	August 2010	June 2013
2A 2B	Utilize diagnostic mini-assessments to monitor student progress on a continuing basis	To guide instruction and evaluate the effectiveness of the educational programs.	SIRC "Key Systems to Support Effective Instruction"	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3C	Instructional leaders will ensure that materials needed are of sufficient quantity and quality	Raising the academic scores at Myra Green Middle School will require enough scientifically research based educational materials.	SIRC "Improving Campus Planning"	August 2010	June 2013
3B 3C	Administrators will employ and support quick feedback methods from assessments to evaluate progress in an efficient manner	By employing a system for monitoring the data by objectives, Principals and administrators will assist the teachers and students in attaining a passing rate on high stakes assessments.	SIRC "Key Systems to Support Effective Instruction"	August 2010	June 2013
3B	Administrators will be flexible in their day to day operational decisions as a way to allow for creative problem-solving and staff ownership	Fosters collaboration/ Creates a community of leaders	SIRC "Developing Leadership Capacity through Leadership Behaviors: 15 Effective Traits of Successful Principals."	August 2010	June 2013
3A	Campus instructional leaders will engage in job-embedded professional development activities to expand, enhance, and refine their leadership skills	Learn the skills of leadership	SIP Academy "Coaching"	August 2010	June 2013
3C	Retain principal who possesses a steely will and has the drive to focus on children's learning	Develop a stable learning community and carry out an effective vision and mission on the campus.	SIRC "Developing Leadership Capacity through Leadership Behaviors."	August 2010	June 2013
3A 3C	Attend key leadership and curriculum based conferences	Develops an effective professional development plan	SIRC "Developing Leadership Capacity through Leadership Behaviors: 15 Effective Traits of Successful Principals."	June 2011	June 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
3C	Administer climate surveys and restructure activities based on feedback received if needed	Establish norms on surveys that engender collegiality and cooperation.	<u>School Leadership that Works from Research to Results</u> by Robert J. Marzano, Timothy Waters and Brian McNulty	November 2010	June 2013
3B	Promote and foster open lines of communication with teachers, students, and community members	"Good communication is a critical feature of any endeavor in which people work in close proximity for a common purpose."	<u>School Leadership that Works from Research to Results</u> by Robert J. Marzano, Timothy Waters and Brian McNulty	August 2010	June 2013
3C	Maintain high visibility and involvement	"The research has demonstrated the great need for strong instructional leadership in schools and has identified several common characteristics of effective leaders. One of those characteristics, extremely important in the life of a school and often neglected, is that of being a visible principal."	<u>School Leadership that Works from Research to Results</u> by Robert J. Marzano, Timothy Waters and Brian McNulty	August 2010	June 2013
3B	Promote student and teacher incentives	"The administrative leader must be proactive in recognizing the varying abilities of staff members."	<u>School Leadership that Works from Research to Results</u> by Robert J. Marzano, Timothy Waters and Brian McNulty	August 2010	June 2013
3B	Principal and support staff will communicate regularly with highly trained central office staff member who can serve as an effective liaison and resource to the entire staff	Maintain open and effective lines of communication	<u>School Leadership that Works from Research to Results</u> by Robert J. Marzano, Timothy Waters and Brian McNulty	August 2010	June 2013
3A	Professional learning communities will be fostered and supported by the instructional leader in an effort to forge home-school links	"The PLC framework provides a vehicle for educators to implement best practices in a way that is both beneficial to the students and the adults."	The 5 Ws of PLC: Going Beyond the Developmental Stages by Thirst Teacher Training	August 2010	June 2013

3A	Engage in mentorship program with experienced administrator	Leadership Coaching iw a powerful professional development opportunity designed to assist educational leaders.	SIRC- SIP Academy	August 2010	June 2013
3A	Conduct site visits to other schools including charter schools (e.g. IDEA charter school, etc.)	Visiting effective campuses with typical populations will normally have a 44 percent difference in their expected passing rate.	<u>School Leadership that Works from Research to Results</u> by Robert J. Marzano, Timothy Waters and Brian McNulty	October 2010	June 2013
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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A 4B	Promote flexible scheduling options to enhance learning opportunities for students to master academic standards	To improve instruction and learning. Scheduling is also the vehicle to improved opportunities of active participation.	<u>Scheduling Strategies for Middle Schools</u> by Michael D. Rettig and Robert Lynn Canady	August 2010	June 2013
4A 4C	Establish creative scheduling options and times for master teachers to work with other teachers to model and plan lessons	"Provide time and resources for teaming, peer coaching, and professional collaboration during the school day."	SIRC- Key Systems to Support Effective Instruction	October 2010	June 2013
4A 4B	Foster creative scheduling options for teachers to obtain training on key differentiated instructional strategies	"Afford campuses flexibility in professional development time..."	SIRC- Key Systems to Support Effective Instruction	September 2011	June 2013
4B	Create and distribute an instructionally-focused calendar so that administrators, teachers, parents, students, and other community members are aware of increased learning time program options	"Establish guidelines, rules and procedures to manage all campus activities. All guidelines, rules and procedures should be aligned to 'The Most Important Thing,' which is student learning."	SIRC-Creating a Climate of High Expectations for Student Learning and SIRC- Improving Campus Planning	August 2010	June 2013

4A	Offer in-school intervention program for students who are falling behind	Construct circumstances that support student success.	SIRC-Creating a Climate of High Expectations for Student Learning	August 2010	June 2013
4A 4C	Increase learning time to embed a research-based computer-based program package to provide struggling students with accelerated learning opportunities	By opening computer labs to students and parents at various times, the school system can create opportunities for student's educational triumph.	SIRC-Creating a Climate of High Expectations for Student Learning and SIRC-Effective Instruction	August 2010	June 2013
4A 4B	Increase learning time to recover class credits	Create instructionally engaged classrooms to avoid loss of credits.	SIRC-Creating a Climate of High Expectations for Student Learning and SIRC- Effective Instruction	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4B	Offer creative summer school camps and/or academies	Have a consistent focus on student learning.	SIRC-Effective Instruction	June 2011	June 2013
4A 4C	Increase learning time to conduct learning walks where teams of teachers, principals, and central office staff visit classrooms and then discuss observations	To establish and implement monitoring systems and to enforce what to do with the results of what is observed in the classroom	SIRC- Effective Instruction	Nov. 2010	June 2013
4A 4C	Offer after school tutorials with integrated intervention programs consisting of a minimum of 30 minutes focused on students individual needs	Have a consistent focus on student learning by offering opportunities after school so that struggling students can keep up.	SIRC-Effective Instruction	August 2010	June 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
5A 5B	Increase opportunities for input	Implement and conduct various opportunities for parents to provide input that will result in increased student achievement.	SIRC- Parental Involvement	August 2010	June 2013
5B	Effective communication	Two-way, meaningful communication involving student academic learning is essential.	SIRC- Creating a Climate	August 2010	June 2013
5C	Accessible community services	Provide an educational component for the parent to have access to the community.	SIRC- Creating a Climate	August 2010	June 2013
5A 5B 5C	Incorporate Literacy Nights, Science Nights and Math Nights to enhance instructional delivery at home	Create avenues of information that will help parents understand what their children must do or learn for academic accomplishments.	SIRC- Creating a Climate	October 2010	June 2013
5A 5B 5C	Myra Middle School Administrators, Teachers, Students and Parents will participate in a Picnic to promote unity and collaboration	Reward academic and behavioral success.	SIRC- Creating a Climate	May 2011	June 2013
5A 5B 5C	Myra Green Middle School will conduct a Field Day and invite parents and community stakeholders	"Create and celebrate opportunities for academic competition for all students."	SIRC- Creating a Climate	May 2011	June 2013
5A 5B 5C	Administrators will acknowledge volunteers in a formal luncheon with awards	Recognize volunteers for all of their time and efforts.	SIRC- Creating a Climate	April 2011	June 2013
5A 5B 5C	Career Days- Parents and community members speak to students, so that students will become aware of career opportunities and the importance of a college degree	Emphasize to students the long-term rewards of receiving an education.	SIRC- Creating a Climate	Dec. 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A 5B 5C	Recruit community members and parents to help with tutorials after school	Create a school-parent compact that will undertake the academic challenges of the students	SIRC-Parental Involvement	October 2010	June 2013
5A 5B 5C	To encourage support and unity between the community and Myra Green Middle School, students' work will be displayed at strategic locations throughout the community	Find creative ways of taking the school to the community.	<u>School, Family, and Community Partnerships: Your Handbook for Action</u> By Joyce L. Epstein and Associates	Dec. 2010	June 2013
5A 5B 5C	Develop a community member Mentoring Program	A positive connection/interaction with a caring adult always has a significant impact on a student.	<u>Inside full-service community schools</u> By Joy G. Dryfoos, Sue Maguire	February 2011	June 20103
5A 5B 5C	Establish a Parent Resource Center as a liaison facility between Myra Green Middle School and parents	Provides a signal that parents are part of the learning community.	<u>Parent Involvement in Children's Education</u> By Educational Resources Information Center	Sept. 2010	June 2013

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Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6C	Student involvement in Extra/Co-curricular activities such as clubs, committees, sports, and pods	Offers structures and supports that promote student learning.	<u>The Nation's Best Schools: Middle and Secondary Schools</u> By Evelyn Hunt Ogden, Vito Germinario	September 2010	June 2013
6B 6C	Implement strategies to decrease discipline referrals	Offer safe and orderly learning environment.	SIRC- Creating a Climate	August 2010	June 2013
6A 6C	Implement strategies to increase attendance	To ensure that focus is given to all conditions that are aligned with the students' learning.	SIRC- Creating a Climate	August 2010	June 2013
6C	Implement motivational team building methods e.g. FISH	Will help create a work culture that builds stronger relationships that equip Myra Green Middle School stakeholders to face their challenges more effectively	FISH! Philosophy 2010	August 2010	June 2013
6A	Organize a student council to be involved in shared decision making	Creates leadership roles for pupils who can act as decision makers and govern in formal problem solving related to their academics.	<u>Student Voice in School Reform</u> By Dana L. Mitra	Sept. 2010	June 2013
6A 6B 6C	Organize academic, attendance and behavioral recognitions on a six weeks basis	In order to exemplify the core values of the campus.	SIRC- Creating a Climate	Sept. 2010	May 2013
6C	Develop motivational-strategy based TAKS rallies	"Reinforce to students the long lasting rewards of receiving an education."	SIRC- Creating a Climate	Sept. 2010	June 2013
6A 6B 6C	Organize talent shows that involve students and teachers	"Celebrate and recognize individual student and teacher successes."	SIRC- Creating a Climate	Sept. 2010	May 2013
6C	Develop opportunities for teachers and students to become culturally literate	Teachers and students construct cultural and social identities.	<u>Constructions of Literacy: Studies of Teaching and Learning In and Out of Secondary Schools</u> Edited By: Elizabeth B. Moje,	August 2010	June 2013

			David G. O'Brien		
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**Texas Title I Priority Schools Grant
Schedule #4B—Program Description**

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6C	Integrate Values of the Month instruction into the morning advisory period	Instills a whole school ownership and approach that conveys a sound body and soul learning community.	<u>Social Foundations of Education</u> By William Earle Cole, Roy Leonard Cox	August 2010	June 2013
6B	Contract with social workers to meet the social and emotional needs of students	Provides meaning, direction, and purpose to students' lives.	<u>Reinventing the Middle School</u> By Thomas S. Dickinson	August 2010	June 2013
6B 6C	Create a calming center for highly stressed students	Provides meaning, direction, and purpose to students' lives.	<u>Reinventing the Middle School</u> By Thomas S. Dickinson	October 2010	June 2013
6C	Conduct teacher of the month recognition socials/celebrations	Increased efficiency from teachers leads to student success.	<u>If You Don't Feed the Teacher They Eat the Students!: A Guide to Success for Administrators and Teachers</u> by Neila E. Connors	August 2010	June 2013
6C	Celebrate monthly birthdays for all stakeholders	Acknowledgement of all stakeholders forms a unified learning community.	<u>Managing School System Change: Charting a Course for Renewal</u> By Serbrenia J. Sims, Ronald R. Sims	August 2010	June 2013
6A 6B 6C	Organize and implement ongoing professional learning communities to discuss how to improve school climate including all stakeholders at Myra Green Middle School	"...creating unity and commitment around collective purpose is an intentional act that is embedded in the daily work of school."	"Communities of Purpose: Creating Inspiration and Commitment" by Rosalyn Bratcher, Ed. D.	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A	Create and implement a locally developed appraisal instrument	To identify strengths and weaknesses of teachers.	<u>Teacher Evaluation Policy: From Accountability to Professional Development</u> By Daniel Linden Duke	Sept. 2010	June 2013
7B	Provide intellectual stimulation by providing high quality job-embedded staff development opportunities by state and local consultants including SIRC resource personnel	Improve teaching and learning.	SIRC- Key Systems to Support Effective Instruction	Sept. 2010	June 2013
7C	Implement other recruitment/retention strategies such as incentives and awards for enhancing student academic performance	Channel students' skill development to appropriate tasks to prevent teacher frustration.	<u>Handbook of Classroom Management: Research, Practice and Contemporary Issues</u> By Carolyn M. Evertson, Carol Simon Weinstein	Sept. 2010	June 2013
7B	Implement a peer coaching model	"Training teachers to make those synapses fire in the brains of learners is just as important as training doctors to remove tumors that block those synapses."	<u>Peer Coaching for Educators</u> By Barbara Little Gottesman	October 2010	June 2013
7B	Increase teacher planning time using creative, research-based scheduling options by visiting neighboring districts that employ such models	Understand the needs of their learning community based on planning, research and visits, and become effective practitioners.	<u>Creating Small Schools: A Handbook for Raising Equity and Achievement</u> By Dan French, Mary Atkinson, Leah Rugen	August 2010	June 2013
7B	Attend state and local curriculum based leadership conferences	"Recognize and encourage the powerful forces of innovation needed to reinvent good schools as great schools."	Texas School Improvement Conference 2010	June 2011	June 2013
7B 7C	Implement research-based new teacher mentorship/induction program	By informing and supporting new teachers, the campus will ease the transition from student to professional and elicit their best performance.	<u>A New Teacher Induction Program: The Transformation From Student</u> By Richard S. Allen	August 2010	June 2013

7B	Provide comprehensive staff development in the form of webinars, in class coaching, analysis of student work, and group lesson planning	Create virtual gatherings for professional growth.	http://www.tmcnet.com/cannels/webinar/articles/42167-benefits-the-webinar-format.htm	Nov. 2010	June 2013
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**Texas Title I Priority Schools Grant
Schedule #4B—Program Description**

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A 7B	Follow-up staff development plan including after school networking meetings	Tackle instructional needs of teachers as determined by data.	SIRC- Effective Instruction	October 2010	June 2013
7C	Offer service awards that will encourage staff to remain at Myra Green Middle School	Employees are driven to succeed when they feel valued for their contributions.	http://www.iloverewards.com/solutions/celebrate-years-of-service/?gclid=CJDDjO7a66ECFRSfnAod0ySXXKQ	May 2011	June 2013
7C	Implement incentives for Myra Green Middle School staff	Highlight the importance of staff who instills the core values at Myra Green Middle School.3	SIRC- Creating a Climate	August 2010	June 2013
7A 7B	Utilize in house talent for staff development	Rely on talent from within to assist in the school system's professional growth	SIRC-Effective Instruction	August 2010	June 2013

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

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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		
Raymondville ISD and Myra Green Middle School are committed to a process for providing on-going monitoring of grant activities to ensure continuous improvement by implementing the Continuous Improvement Model- Plan, Do, Check, and Act. In addition, Raymondville ISD and Myra Green Middle School will utilize the six principles identified by the National Science Foundation for an effective, integrated management framework to create Raymondville ISD and Myra Green Middle School's monitoring process :		
1.) Establish district and campus commitment and provide a clear vision of all school improvement goals and objectives		
<ul style="list-style-type: none"> • Define Objectives of Award Administration and Monitoring <ul style="list-style-type: none"> ○ Raymondville ISD Superintendent and Central Office staff will ensure that it takes its stewardship responsibilities seriously and that award administration and monitoring activities are an important aspect of fulfilling those responsibilities; ○ Raymondville ISD will ensure that award administration and monitoring activities of grant management, program, and financial personnel are coordinated and integrated to ensure the effective oversight of all aspects of campus performance; ○ Raymondville ISD will ensure that adequate resources, including staffing, systems, and funding, are available to make the award administration and monitoring activities viable. Without adequate resources and support, award administration and monitoring cannot be performed effectively; ○ Raymondville ISD and Myra Green Middle School will provide a vision that clearly articulates all school improvement goals and convey the direction for grant administration and monitoring. The vision will lead to defined objectives for grant administration and monitoring. The objectives will guide the monitoring activities and serve as the basis for designing, implementing, and managing the grant administration and monitoring activities. 		
2.) Establish the District's Structure to Carry Out Award Oversight		
<ul style="list-style-type: none"> • Document award monitoring roles and responsibilities in district and campus improvement plans • Coordinate the financial and programmatic monitoring of grant requirements 		
3.) Establish and Implement Award Monitoring Policies and Procedures		
<ul style="list-style-type: none"> • Develop grant monitoring plans that implement the Continuous Improvement Model <ul style="list-style-type: none"> ○ Raymondville ISD and Myra Green will utilize DMAC Solutions, a web-based software suite designed to assist educators in the development and management of curriculum and assessment data in Texas schools • Use progress reports as a basis for continued progress monitoring • Require and analyze the financial information necessary to monitor award <ul style="list-style-type: none"> ○ Raymondville ISD and Myra Green will utilize Skyward, the district's student management system • Perform Desk Reviews and On-Site Monitoring • Develop Policies to Manage award initiatives • Conduct Outreach and Provide Technical Assistance to campus 		
4.) Provide Training and Other Resources		
<ul style="list-style-type: none"> • Establish a training program for all grant stakeholders throughout the three year implementation • Provide accessible reference materials to all grant stakeholders 		
5.) Utilize Management Information Systems to Facilitate Award Monitoring		
<ul style="list-style-type: none"> • Use Information Systems to Analyze Data and Measure Performance <ul style="list-style-type: none"> ○ Raymondville ISD and Myra Green will utilize DMAC Solutions, a web-based software suite designed to assist educators in the development and management of curriculum and assessment data in Texas schools 		
6.) Periodically Evaluate Award Administration and Monitoring Processes		
<ul style="list-style-type: none"> • Evaluate Award Administration and Monitoring Activities four times a year during district and campus improvement committee meetings 		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>Myra Green Middle School has established a formative evaluation process during the 2008-2009 and 2009-2010 school years. The leadership committee will meet every three weeks to monitor the progress of the program goals. The committee will meet to show progress made toward goals and decide to continue on the current path or redirect efforts to meet goals. The campus principal will communicate the philosophy and vision for the campus and teacher and student expectations will derive from this philosophy and vision. The committee will conduct a comprehensive analysis of the data to ensure that all student populations are being served. Faculty will have the option to request help or visit other schools to learn strategies to serve underserved populations. The committee will determine how much progress students are making in one year. Investigate best practices or strategies if needed to move to on-level instruction and assessment for all students. Examine the methods and timing of communication and collaboration in planning for all teachers in connection to the philosophy and vision for the campus. Myra Green Middle School staff will utilize DMAC, INOVA, the Campus Improvement Plan, and the AYP report to ensure our goals are in line to meet grant standards and guidelines. Our formative evaluation design will include a comprehensive plan for monitoring the planning, design, and implementation of the campus vision and grant program. The Myra Green Middle School staff will meet four times a year to evaluate the progress of the program goals.</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>Raymondville ISD and Myra Green Middle School will implement a qualitative and quantitative data collection methods based on Mike Schmocker's book, <u>Results: The Key for Continuous School Improvement</u> (1996). The process for data collection will explicitly determine protocol for 1) how the data will be disaggregated, 2) use to improve instruction, and 3) obtain continuous improvement results. According to Mike Schmocker (1996), "Schools improve when purpose and effort unite. One key is leadership that recognizes its most vital function: to keep everyone's eyes on the prize of improved student learning." Therefore, Myra Green Middle School will require all staff members to commit to the improvement efforts.</p>		
<p>The following activities will be implemented by Myra Green Middle School:</p>		
<ul style="list-style-type: none"> • Provide professional development to all staff during the three day Summer Planning Academy in August 2010 on understanding sources of data in order to build capacity on how to use the four types of data stated in Victoria Bernhardt's book <u>Data Analysis: Student Achievement, School Processes, Demographic, and Perceptual</u>; <ul style="list-style-type: none"> ○ Staff will understand the relationship between the accountability systems that effect schools/districts. ○ Examine multiple data sources such as vertical scale, TPM, AYP, AEIS, PBM • Create school improvement teams to promote effective teamwork and continuous improvement. Teams will be based on the Eight Comprehensive Needs Components: Demographics; Student Achievement; School Culture and Climate, Staff Quality, Recruitment and Retention; Curriculum, Instruction, and Assessment; Family and Community Involvement; School Context and Organization; and Technology. • School improvement teams will be charged with acquiring, monitoring and analyzing data aligned to the Critical Success Factors and Milestones of the intervention model and each Comprehensive Needs Component. • The campus will utilize DMAC Solutions to collect, manage and create quantitative reports, INOVA reports to attain intervention groups and the Region One ESC Campus Snapshot Tool to attain a qualitative data and a deeper analysis through the use of classroom observations, on-site interviews, surveys, analysis of performance, perceptual and demographic data in order to make impactful decisions that maximize student achievement. • School Improvement Teams will understand and use the different types of data to connect data to learning standards and continuous improvement. <ul style="list-style-type: none"> ○ Teams will analyze benchmarks and department assessments. ○ All student data will be documented to show a cumulative progress which assesses students' learning and to identify students learning needs. Such types of data will be made available to teachers in an effort to focus instruction in the areas of need. The use of data from these assessments will create change and essential improvement of student achievement. ○ Data attained through the school improvement teams will then be utilized by teachers during the common department planning time. During this time, curriculum, instruction, and assessment decisions will be made in support of all school intervention activities. • Progress results will be presented each six weeks during staff meetings and formative evaluations of improvement will be noted on the continuous improvement plan framework. Recognition of achieved goals will be celebrated and promoted through a newsletter to the students, parents, and community. 		

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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 (Arlal or Verdana).		
<p>On April 15th, 2010 all staff members at Myra Green Middle School utilized the Region 20 ESC Process to review the goals of the Comprehensive Needs Assessment of Myra Green Middle School. Each committee member presented their area to the staff and Comprehensive Needs Assessment committees were selected and announced. The committees organized were: Demographics, Student Achievement, School Culture and Climate, Staff Quality Recruitment and Retention, Curriculum, Instruction, and Assessment, Family and Community Involvement, School Context and Organization, and Technology. Committees broke out into small sessions and discussed and determined which types of data would be collected and analyzed by committee leaders to develop the Comprehensive Needs Assessment. The strengths and needs of Myra Green Middle School were critiqued and analyzed. Committee members gathered information based on the Smart Goals Checklist presented at our Summer Planning Academy (SPA) conducted on August 2009. Our Smart Goals Checklist consists of strategic and specific goals, measurable goals, attainable goals, results-based goals, and time-bound goals. The strands in the checklist were as follows:</p> <ul style="list-style-type: none"> • <u>Strategic and Specific Goals:</u> <ul style="list-style-type: none"> ◦ Both broad-based and long-term impact. These goals are focused on the specific needs of the students for whom the goal is intended. • <u>Measurable Goals:</u> <ul style="list-style-type: none"> ◦ Being able to know whether actions made the kind of difference we wanted. Should occur in a number of different ways using a variety different tools and strategies. • <u>Attainable Goals:</u> <ul style="list-style-type: none"> ◦ We must know our starting points and a timeline to accomplish our goals while also getting all necessary sources to make any changes needed. • <u>Results-Based Goals:</u> <ul style="list-style-type: none"> ◦ SMART goals are results-based; aimed at producing specific outcomes that can be measured or observed. These goals are defined by what is <i>expected</i>, but also relate a <i>desired end point</i>. • <u>Time-bound:</u> <ul style="list-style-type: none"> ◦ Providing a time frame for achieving the set goals allows those goals to be a priority. By providing a sense of importance, it ensures that each goal will be reviewing toward achieving success. <p>During the Summer Planning Academy (SPA) which will be held on August 9-11, 2010, committees will develop a new Campus Improvement Plan based on the newly revised Campus Needs Assessment.</p>		

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Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The process to be implemented to develop the campus' performance goals are to "focus" on school improvement and maintenance efforts. The results are that it establishes what staff is responsible for in relationship to:</p> <ul style="list-style-type: none"> • Learning (goals / performance objectives) • Teaching (strategies /activities) • Required through SB1, Title I, State Compensatory Education, and other programs • Serves as a primary audit document • Campus administration must ensure that a plan is developed, implemented, and reviewed, although the plan itself should reflect input from all staff and other stakeholders, as appropriate. 		
<p>Since campus and district plans must be mutually supportive, it is essential to ensure that assessment areas, objectives, strategies, and evaluation components for campus plans reflect consideration of those in the district plan.</p> <ol style="list-style-type: none"> 1) Assess academic achievement for each student in the school using the academic excellence indicator system as described by Section 39.051; 2) Set campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Subchapter A, Chapter 29; 3) Identify how campus goals will be met for each student; 4) Determine resources needed to implement the plan; 5) Identify staff needed to implement the plan; 6) Set timelines for reaching the goals; 7) Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement; 8) Include goals and methods for violence prevention and intervention on campus; and 9) Provide for a program to encourage parental involvement at the campus. 		
<p><u>Critical Components of Plans</u></p> <ul style="list-style-type: none"> • Mission Statement • Comprehensive Needs Assessment • Long-Range Goals • Performance Objectives • Strategies • Resource Allocation • Implementation • Evaluation • Formative Evaluation • Summative Evaluation • Details within each component should be appropriate for ages, grade levels, and specific characteristics of the students served within the campus. • State law stipulates that district and campus plans must be mutually supportive to accomplish the identified objectives for improvement of student performance (TEC §11.251) and support the state goals and objectives. • Therefore, procedures should be considered by which the district and campus planning and decision-making committees have clearly established channels for communication, and • Have the opportunity to review each committee's recommendations while revising the district and campus plans. 		

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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, Mathematics, and Science by engaging in data-driven instruction	TAKS TAKS A AEIS Report	ELA 77% Math 51% Science 41%	ELA 87% Math 85% Science 80%	ELA 93% Math 90% Science 85%	ELA 95% Math 95% Science 90%
2	Improve ongoing monitoring of instruction by lead teachers and administrators	Locally-developed Appraisal Instrument,	Not Applicable	100%	100%	100%
3	Implement Professional Learning Communities to Improve quality of vertical and horizontal meetings, and to ensure alignment of written, taught, and tested curriculum	Meeting Agendas, Sign-in sheets,	Not Applicable	100%	100%	100%
4	Increase the percentage of students receiving a passing grade in Pre-AP Math, Science, and Reading/ELA based on the level of rigor	Report Card, Pass/Failure Rates	Not Applicable	90%	95%	98%
5	Train staff on Critical Success Factors and Milestones at least twice a year	Training agendas, sign-in sheets	Not Applicable	100%	100%	100%
Increase the Use of Quality Data to Drive Instruction – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve and increase training for teachers and administrators on how to interpret and use data to change instruction	DMAC Solutions, INOVA	Not Applicable	100%	100%	100%
2	Analyze and disaggregate annual state testing performance data to evaluate the overall effectiveness of instructional services provided by the campus	DMAC Solutions, AEIS Reports,	Not Applicable	100%	100%	100%
3	Develop a campus-wide plan for collecting, interpreting, and using data by engaging in on-going communication through frequent networking meetings	Campus Improvement Plan,	Not Applicable	100%	100%	100%

4	Implement progress monitoring measures to track the progress of students receiving intervention services towards critical academic outcomes	Progress Monitoring Forms,	Not Applicable	100%	100%	100%
5	Use formative assessments to evaluate learning and determine what adjustments can be made to instruction to enhance student understanding	Assessment Results, Plan of Action	Not Applicable	100%	100%	100%

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 collaborative problem solving and open communication by establishing District and Campus Restructuring Leadership Team (RLT) Meetings on a six weeks basis	RLT meeting agendas and sign-in sheets	Not Applicable	100%	100%	100%
2	Collect, analyze, use and provide immediate feedback on data that will be used to plan needed changes in the instructional program with all stakeholders at least six times a year	Data Reports Action Plans	Not Applicable	100%	100%	100%
3	Monitor implementation of the school improvement plan and ensure Critical Success Factors and Milestones are included in document at least twice a year	School Improvement Plan Monitoring Form Locally Developed Appraisal Instrument Walk-through forms	Not Applicable	100%	100%	100%
4	Organize and engage all stakeholders in on-going job embedded professional development activities to enhance teacher, support staff, administrators, and community member's skills	Peer Coaching Logs, Evaluation Forms	Not Applicable	100%	100%	100%
5	Engage in flexible day to day operational decisions in an effort to allow for creative problem-solving and ownership	Climate Survey, Staff Retention Rates, Locally-Developed Appraisal Instrument	Not Applicable	100%	100%	100%

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 academic learning time to 413 minutes per day in order for students to master academic standards	Master Schedule	360 minutes	100%	100%	100%
2	Allocate time for teachers to work with other teachers to improve classroom practices (modeling and lesson planning) on a six weeks basis through flexible scheduling options	Peer Coaching Logs, Sign-in sheets, Flexible Schedules	Not Applicable	100%	100%	100%

3	Increase engaged time by ensuring students stay on task as teachers implement research-based strategies including differentiated instruction and inclusion strategies	Walk-through Forms, Evaluation Instruments	Not Applicable	90%	95%	100%
4	Organize TAKS Academies and Camps for target students through flexible schedules	Flexible Schedules, Attendance Reports	Not Applicable	100%	100%	100%
5	Improve student's organization and study skills so that they can use time effectively	Advisory Period Sign-in sheets, Student Planners	Not Applicable	100%	100%	100%

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	Increase opportunities for input by all stakeholders with an emphasis on parents and community members by 70%	Region One Campus Snap Shot Tool Sign-in sheets Agendas Surveys	Not Applicable	50%	60%	70%
2	Improve communication among all stakeholders that includes a school-community partnership that support and engage students	Campus Newsletter, School Newspaper, Networking Meetings, Sign-in sheets Agendas	Not Applicable	80%	90%	100%
3	Train at least 50% of parents and community members to aid students in attaining 21 st Century skills	Training Agendas Sign-in sheets	Not Applicable	30%	40%	50%
4	Boost community involvement through community volunteers by soliciting at least 7 volunteers per grade level in grades 6,7, 8	Parent/ Volunteer Logs	Not Applicable	5	6	7
5	Establish partnerships with at least 5 organizations or businesses from the community	Partnership Letters	2	4	5	5 or more

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	Increase student participation in extra-curricular activities	Region One Campus Snap Shot Tool	65%	80%	90%	100%
2	Decrease discipline referrals by creating a safe environment for all students and staff campus wide positive behavior support systems	Discipline Reports	40%	20%	10%	5%

3	Engage students in school-wide clubs and team-building activities	Flexible Schedules, Newspaper, Newsletter	Not Applicable	100%	100%	100%
4	Increase student attendance in order to improve student achievement	Skyward Data Management System	93%	95%	97%	99%
5	Engage teachers in school-wide theme related and team building events	School Newspaper, Newsletter, Agendas, Sign-in sheets	Not Applicable	100%	100%	100%

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	Create a locally developed appraisal instrument by teachers, support staff, and administrators to monitor teacher effectiveness, quality, and performance	Locally Developed Appraisal Instrument, AYP Progress, AEIS Reports	Did not meet AYP last year	Recognized Status	Exemplary Status	Exemplary Status
2	Assess implementation levels of strategies gained through on-going job embedded professional development	Locally Developed Appraisal	Not Applicable	80%	90%	100%
3	Retain at least 90% of staff who meet or exceed standards on PDAS and Locally Developed Appraisal Instrument	Human Resource Office, Job Fairs, Media Postings,	Not Applicable	90%	95%	98%
4	Promote and support teacher and support staff retention strategies	Service and Recognition Awards, New teacher mentorship/ Induction Evaluation	Not Applicable	100%	100%	100%
5	Implement Response to Intervention (RTI) School-wide Program for Tier I and Tier II students	RTI Intervention Forms, AEIS scale scores, INOVA (added value)	No formal RTI program in place	80% Growth (Added Value)	90% Growth (Added Value)	95% Growth (Added Value)

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						

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

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

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

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

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

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary					
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276			
Project Period: August 1, 2010 through June 30, 2013					
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted	
Payroll Costs	5B 6100 \$ 1,507,077	\$	\$ 35,000	\$ 1,542,077	
Professional and Contracted Services	5C 6200 772,200			772,200	
Supplies and Materials	5D 6300 114,675			114,675	
Other Operating Costs	5E 6400 486,000			486,000	
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX 100,750			100,750	
	Total Direct Costs				
	.0319% Indirect Costs	95,084		95,084	
Grand Total					
Total Budgeted Costs:		\$ 2,980,702	\$ 95,084	\$ 35,000	\$ 3,110,786
Administrative Cost Calculation					
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				3,015,702	
Multiply by .0319 (5% limit)				X .0319	
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 96,200	

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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 \$1,036,928 Year 2: SY 2011-2012 \$1,036,929 * Year 3: SY 2012-2013 \$1,036,929 * * 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		
Empty space for explanation		

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Texas Title I Priority Schools Grant						
Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Lead teachers to provide support to new teachers and model intervention strategies in the classroom.	3		\$	\$ 414,000.00
2	Educational Aide					
3	Tutor	To support intervention groups of student in math and reading		6		84,042.00
Program Management and Administration						
4	Project Director	To coordinate grant initiatives, Complete quarterly reports	1			180,000.00
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			1		
Auxiliary						
12	Counselor	To support initiatives in the Positive Behavior Center-	1			154,710.00
13	Social Worker	To support initiatives in the Positive Behavior Center	1			138,000.00
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	To coordinate parental involvement meetings, parent classes, and community involvement	1			105,000.00
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$ 1,075,752
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 83000
28	6119	Professional Staff Extra-Duty Pay			15000	250000
29	6121	Support Staff Extra-Duty Pay			5000	5000
30	6140	Employee Benefits				93325
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 15000	\$ 431325
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 35000	\$ 1507077

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ of TEA.		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013		245-903 County-District No. Amendment No.			
Texas Title I Priority Schools Grant							
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval							
Expense Item Description				Pre-Award	Total Amount Budgeted		
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$		
	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: _____						
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)						
	Specify purpose: _____						
Subtotal:							
6200 – Professional and Contracted Services Cost Requiring Specific Approval							
Professional and Consulting Services (6219/6239) Less than \$10,000							
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted	
1.	Paradigm Consulting Grant Evaluation Services to assist in the evaluation of grant project activities.			\$ 8,000	\$	\$ 8,000.00	
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
Subtotal:							
Professional and Consulting Services Less than \$10,000				\$	\$ 8000		
Professional and Consulting Services (6219) Greater than or Equal to \$10,000							
1. Description of Professional or Consulting Service (Topic/Purpose/Service): Curriculum Team Leaders Professional Development Consultants- English Language Arts Specialist, Math Specialist, Science Specialist. Services include: Observations, Modeling, Intervention Strategies							
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				3	\$ 259,200	\$	\$ 259,200
Title: Content specialist							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Capital Outlay (Subgrants Only)							
Indirect Cost (%)							
Total Payment:					\$ 259,200	\$	\$ 259,200

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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): Region One ESC Professional Development for Curriculum, Instruction, Accountability, Math, Science, English Language Arts, Social Studies, Special Education, Positive Behavior and Student Support, PEIMS, and Leadership.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Specialist	2	\$ 270000	\$	\$ 270000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 270000	\$	\$ 27000
3. Description of Professional or Consulting Service (Topic/Purpose/Service): SIRC Professional Development for Campus Leadership Teams, and Social Services to create community and service oriented schools.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Specialist	1	\$ 92000	\$	\$ 92000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 92000	\$	\$ 92000
4. Description of Professional or Consulting Service (Topic/Purpose/Service): SEDL Professional Development for Leadership Effectiveness, Parental Involvement, Special Education and ELLs Teachers.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Specialist	1	\$ 120000	\$	\$ 120000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 120000	\$	\$ 120000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 7412000	\$	\$ 7412000
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		8000		8000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		7412000		7412000
Remaining 6200- Professional and Contracted Services that do not require specific approval:		23000		23000
Grand Total:		772,200		772,200

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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			\$	\$	
	#	Type	Purpose			Quantity
	1					
	2					
	3					
	4					
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						
Remaining 6300- Supplies and Materials that do not require specific approval:					114675	
Grand Total				\$	\$ 114675	

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by telephone/e-mail/FAX on _____ by _____ of TEA,			Amendment No.	
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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)		\$	\$ 13500
	Specify purpose: Attend			
6412	Travel for Students (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)			51,000
	Specify purpose: College/University visits and tours			
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)			
	Specify purpose:			
6419	Travel for Non-Employees (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)			
	Specify purpose:			
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (Includes registration fees)			
	Specify purpose:			
6429	Actual losses which could have been covered by permissible insurance			
6490	Indemnification Compensation for Loss or Damage			
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)			
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)			
	Specify name and purpose of organization:			
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)			
	Specify purpose:			
Total 64XX- Operating Costs Requiring specific approval:				
Remaining 6400 - Other Operating Costs that do not require specific approval:			5000	30000
Grand Total			\$ 5000	\$ 486000

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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	Increase Math, ELA, and Science Concepts and Understanding and Literacy Proficiency				60000
66XX/15XX- Technology Hardware - Capitalized					
2	Security Cameras	2500	10		25000
3	IPADS	450	35		15,750
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:					100,750

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	245-903 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	245-903 County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	245-903 County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	245-903 County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are nonprofit organizations (other than charter schools) and universities/colleges that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A nonprofit organization or university/college grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 245-903 County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>245-903</u> 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 #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>245-903</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;"> <u>245-903</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	<u>245-903</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>245-903</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>245-903</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	
		3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
6. Federal Department/Agency:		7. Federal Program Name/Description:	
		CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):		10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

Standard Form LLL

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	245-903 County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>245-903</u> County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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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:

- The grantee organization's DUNS number (TEA will need to collect this information from grantees)
- The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
- 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)
- 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)
- The (federal) Congressional district number
- The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
- The total amount of the grant award (TEA will have this information on file)
- The total amount paid to the grantee as of date of report (TEA will have this information on file)
- 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.)
- 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.)
- 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.)
- 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:

- The total number of grants awarded less than \$25,000 (TEA will have this information file)
- The total award (aggregate) amount for all grants less than \$25,000 (TEA will have this information on file)
- 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