

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	Belton ISD Organization Name	014-903 County-District#
		Waskow High School Campus Name	005 Campus Number
		1746000354 9-Digit Vendor ID#	12 ESC Region
		1055 20057110001 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~~ 11/2/2010 **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	<input type="checkbox"/>
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	<input type="checkbox"/>
5B	Payroll Costs 6100	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input checked="" 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
Vivian		Baker	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
254-215-2002	254-215-2001	vivian.baker@bisd.net	

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m. **Thursday, June 3, 2010:**
 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.
701-10-112-369

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

Part 2: List of Required Fiscal-Related Attachments and Assurances

For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the **back** of the application as an appendix.

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <u>Darrell Becker</u> by telephone/e-mail/FAX on <u>8/25/10</u> by <u>mlr</u> of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>014-903</u> County-District No.
		Amendment No.

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

Part 3: Applicant Information

Local Educational Agency (LEA) Information

LEA Name				
Belton Independent School District				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
400 North Wall Street		Belton	TX	76513
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
31	077617967	4BUB8	4809860 <u>08099</u>	
Campus Name			County-District Campus Number	
Waskow High School			014903-005	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
320 North Blair Street		Belton	TX	76513

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title	
Darrell		Becker	Asst. Superintendent of Curriculum & Instruction	
Telephone	Fax	Email		
(254) 215-2026	(254) 215-2027	darrell.becker@bisd.net		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
400 North Wall Street		Belton	TX	76513

Secondary Contact

First Name	Initial	Last Name	Title	
Ed		Braeuer	Director of Secondary Curriculum & Instruction	
Telephone	Fax	E-mail		
(254) 215-2036	(254) 215-2027	ed.braeuer@bisd.net		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
400 North Wall Street		Belton	TX	76513

8/25/10

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

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

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

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

Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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.

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").

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.

Allowable Activities

Tier I and Tier II Grantees

- Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

Tier III Grantees

- 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.

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.

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.

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

Part 2: Statutory Requirements

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

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Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (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-- <ol style="list-style-type: none"> (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and 	Program Assurances	

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
21	<p>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</p> <p>(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.</p> <p>2. Comprehensive instructional reform strategies.</p> <p>(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</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(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</p> <p>(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).</p>	Program Assurances	
22	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p>(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.</p>	Program Assurances	

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

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
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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**Texas Title I Priority Schools Grant
Schedule #4—Program Requirements**

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances

By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.

Part 3: Statutory Assurances

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
10	<p>If the LEA/Tier III campus selects to implement the transformation model, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement

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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
10	2. Comprehensive instructional reform strategies. <ul style="list-style-type: none"> A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. <ul style="list-style-type: none"> A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. <ul style="list-style-type: none"> A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- <ul style="list-style-type: none"> (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
12	An LEA may also implement comprehensive instructional reform strategies, such as-- <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
13	<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.
14	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--</p> <ul style="list-style-type: none"> 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	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time

By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.

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

Part 1: Grant Eligibility

- Tier I Eligible Campus
 Tier II Eligible Campus
 Tier III Eligible Campus

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

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

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Waskow High School leaders, in collaboration with Belton ISD district-level personnel, have carefully completed all the Texas Title I Priority Schools (TTIPS) grant early implementation activities. The result is a comprehensive plan for the *Transformation* of Waskow High School into **Waskow New Tech High School**, a campus where all students engage in rigorous, project-based instruction in a technology-rich environment.

Parents and community members, teachers, campus leadership, district leadership and even school board members assembled to examine the current student achievement data at Waskow High School, and then to investigate which campus intervention model presents the best opportunity for success. Data showed that the campus was identified as "Persistently Low Achieving" due to graduation rates below 60% for the past two years. After data analysis and consideration of each of the four models using the TEA-provided narrowing questions, the *Transformation* model was selected. Each of the seven areas for school improvement stated in the application has been directly addressed in the model selection section of the grant narrative. Specifically, this program has three stated goals supported by multiple objectives:

Goal 1— Identify, recruit, develop, place, reward, and retain highly effective teachers and principal and remove ineffective teachers or principals.

Goal 2 – Develop and implement a new high school design based on the New Tech Foundation’s model that will improve student achievement as measured by state assessments, graduation rates, passing rates, retention rates, and participation in the State of Texas’ Recommended and Distinguished diploma plans.

Goal 3— Develop practices, strategies, or programs for secondary students that (a) address students’ preparedness and expectations related to college; (b) help students understand issues of college affordability and the financial aid and college application processes; and (c) provide support to students and parents from peers and knowledgeable adults.

To reach those goals, Waskow High School faculty, staff, and leadership will use grant funds to redesign the campus and open the school in the fall of 2011 as Waskow New Tech High School. The New Tech Foundation will provide resources to implement a system for increasing the use of data to drive instruction, to increase leadership effectiveness through job-embedded professional development and on-site technical support, to increase learning time by lengthening the school day, to increase parent and community involvement through improved communication, to improve school climate empowering students to work collaboratively on engaging projects, to increase teacher quality by implementing a locally developed appraisal instrument, and by rewarding teachers whose students are making progress with financial incentives. All of these changes, plus additional Critical Success Factors and Annual Performance Goals will be part of a proven, comprehensive campus reform framework known as the New Tech High School model developed by the New Tech Foundation.

The New Tech Foundation will serve as the external provider for the transformation process, providing a new, innovative approach to high school design. Project-based learning is at the heart of their instructional approach. The students will use technology-based collaborative learning tools to engage in inquiry that is relevant to lives. All classrooms will have a one-to-one computer-student ratio, all with access to the collaborative learning environment. The PBL approach will fundamentally change the role of the teacher and student. Instead of traditional one-to-many instructors, teachers will become facilitators and coaches who guide students to take charge of their own learning. New Tech will provide the training and the support to ensure all teachers can become effective in this transformative approach to learning.

The budget has been structured so that improvements will be sustainable after the grant period ends. All statutory requirements listed in the program guidelines have been addressed as described on each section of the grant application.

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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											11	26	28	72	137
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	11	26	28	72	137
Total Instructional Staff														12	
Total Support Staff														3	

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

1	Ten-year graduation rate data
2	Review of curriculum through audit conducted of course syllabi
3	Credit accrual and completion rate data
4	Failure rates
5	TAKS data, demographic data and attendance rate data as found in AEIS Reports
6	Survey data (Student, faculty, and parent survey)
7	Walkthrough and PDAS data
8	At-risk data
9	Historical review of the school and its mission as found in board minutes and program evaluation in 2002
10	Student interviews conducted by the Director of Secondary Curriculum & Instruction, Fall 2009

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

Part 1: Comprehensive Needs Assessment Cont.

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

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

Waskow High School (WHS) was opened in August of 1999 as a high school for at-risk youth. It was established as an alternative, non-traditional high school designed to meet the needs of students seeking flexible, self-paced, individualized instruction. Acceptance into the school was based on the Texas Adult Basic Skills Exam (TABE), transcripts, attendance, interviews and discipline records. In 2002, the District conducted a formative assessment to determine the effect of WHS on student achievement and the graduation rate of at-risk students. Data showed that in 2000-2001, WHS students had scored well over the state averages in all subjects and enrollment had remained stable at approximately 100 students. In 2002 dropout rates were at 0%, and student attendance rates were at 93.6%. As a result of the 2002 study and annual district and campus planning, enrollment screening procedures were lifted, core content area staff was increased by 100%, a science lab was built, attendance incentives were offered, flexible day scheduling was discussed, professional development in science and math was provided, dual credit offerings were introduced and curriculum was enhanced to address the new TAKS with online courses such as APEX. Each subsequent year the Campus Improvement Team has analyzed and disaggregated data from various sources to prioritize and set campus goals and draft a campus improvement plan. After review and discussion by the entire staff, the campus plan is submitted to the Board for approval. Even though this extensive planning and program modifications have met the needs of some students, they have not been sufficient to address the increasing rigor of TAKS and *current* graduation requirements as the data in the chart below show. And the dropout rate has increased from 0% in 2000 to 4.1% in 2007-2008.

	Graduation Rate			Attendance			Reading TAKS			Math TAKS		
	2007	2008	2009	07-08	08-09	09-10	2008	2009	2010	2008	2009	2010
WHS	47.8%	49.3%	*56.6%	81.3%	80.3%	*77.8%	80%	85%	*81%	47%	75%	*67%

**estimated, based on preliminary data*

District AEIS data in 2009 warranted an investigation into the low completion rates at WHS. The investigation was conducted by the Superintendent and a committee of administrators and other campus personnel who reviewed data from the 2004-2005 student cohort. The committee discussed the rates of attendance, TAKS and graduation and the various programs to help students be successful in these areas. During this year-long investigation, several needs were discussed, including a different instructional model, more timely and intensive monitoring of student progress, and strategies to increase student attendance. Again, changes were made such as the addition of a Communities in Schools (CIS) case worker, increased oversight by district-level administrators, a curriculum audit and in-depth instructional leadership training for the principal. Current data as reflected above show that even though students are achieving, the results are not consistent across all content areas and graduation rates remain low. Attendance rates have decreased and enrollment has declined.

In the spring of 2010 the committee met again to discuss the success of its intervention strategies for at-risk students and the various models for a non-traditional high school. Options included school closure, a transformation model, and a turnaround model. It was decided that WHS served the District as a viable option for a smaller, more personalized non-traditional campus; however, major reform was needed to ensure student success. The closure of WHS was ruled out. Therefore, the District informed the principal and staff of its decision to reform the school with the proposed project. Campus staff had the opportunity to review student data and make recommendations for reform. Ideas included an early college high school, a comprehensive career and technology academy and a New Tech Network school. The most appropriate reform model was the New Tech Network high school model because of the size and design of the WHS facilities and the quality of the District's technology infrastructure and technical support. In addition, the New Tech high school model has the ability to increase the level of student engagement and serve a wider student population, not just the at-risk. Because attendance and graduation rates remain low at WHS, the New Tech high school model's engagement and support for curriculum and instruction address the school's greatest needs.

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

Part 1: Comprehensive Needs Assessment Cont.

Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.

1	Campus Principal
2	Waskow High School Teacher Representatives
3	Communities in Schools Staff
4	City of Belton Staff Representative
5	Belton Housing Authority Staff Representative
6	Helping Hands Food Pantry Director
7	Curriculum and Instruction Department
8	District-Level Administration
9	School Board Representative
10	Parent Representatives

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

Part 2: Project Management

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

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

BISD brings capacity to fully and effectively provide resources and support to the campus for this project because of its success implementing projects of this size and scope. For example:

Curriculum Development: BISD has developed and implemented 55 local curriculum documents aligned to the TEKS. Curriculum Management System: BISD purchased an electronic curriculum management system for teachers to access the District's curriculum. The system provides space for lesson development, incorporates teacher walkthroughs and a professional development module to track training. It also includes a data management system whereby teachers can access student achievement data. Technology Integration: BISD was awarded a \$485,000 Schools, Teachers, Administrators, and Regions (STAR) grant which provided funding to increase teachers' knowledge and skills on integrating technology. BISD served as a mentor school district to a high-poverty rural district. Assessments: Using High School Allotment funds and the District Awards for Teacher Excellence (DATE) grant, BISD worked with teachers to write and deliver secondary common assessments for all core content areas. Leadership Development: Nearly \$25,000 of local and federal ARRA funds have been used to send principals to specialized literacy training. All administrators attend scheduled Leadership Days with instructional focus on student achievement. Teacher Development: Since 2003, BISD has heavily invested in professional development for all its educators. The catalyst for improvement was a Title I grant-funded partnership with the Charles A. Dana Center. These grants provided intense math and science training for teachers. Teachers studied the TEKS and engaged in a lesson study cycle where they worked collaboratively to develop lessons. Collaborative Learning Teams (CLTs): In 2009 BISD implemented a teacher-directed professional development model whereby teachers defined their learning based on their professional growth needs. Teachers met in small teams to establish parameters for their learning and engage in dialogue and discussion with peers. Federal ARRA funds made it possible to supplement CLTs with high-quality professional development for both math and English language arts teachers. Tax Ratification Election: In 2008 BISD voters approved a 13-cent tax increase generating an additional \$5 million annually. The funds have assisted the District in maintaining competitive salary structures and implementing quality programs for students. Teacher Turnover: BISD's spring 2010 job fair attracted a record number of 350 applicants. The District's relatively low turnover rate is evidence of the District's commitment to the recruitment and retention of high quality teachers. While the State is at a 14.7% turnover rate, BISD is at just 11.3% and 100% of BISD teachers meet NCLB Highly Qualified requirements.

BISD has demonstrated the capacity to close gaps between groups of students and increase the achievement of all students. For example:

- Low SES students' passing rate on TAKS increased from 80% in 2005 to 89% in 2009.
- The gap between all students and Low SES students on the science TAKS was closed by 8 percentage points in 2009.
- Passing rates for Low SES students on the math TAKS have increased from 64% to 80% in the last five years.
- Commended rates for Low SES students have increased from 12% in 2005 compared to 28% in 2009.
- Scores on TAKS reading have increased by 6 percentage points since 2005. African American students' rate has increased from 80% to 89%; Hispanic students' increased from 79% to 89%; and Low SES students' increased from 80% to 89%.
- Scores on the math TAKS have increased by 12 percentage points since 2005. African American students' passing rate has increased from 59% to 75%; Hispanic students' rates from 66% to 80%; and Low SES students' rates from 64% to 80%.
- Scores on the science TAKS have increased by 14 percentage points since 2005. African American students' passing rate has increased from 48% to 75%; Hispanic rates increased from 55% to 76%; Low SES rates increased from 55% to 75%; and the gap between student groups has closed by 15 percentage points.
- Reading commended rates for all students have increased from 30% to 38%; African American rates have increased from 16% to 27%; Hispanic commended rates have increased from 17% to 24%; and Low SES rates have increased from 16% to 24%.
- Math Commended rates for all students have increased from 21% to 35%; African American rates have increased from 9% to 20%; Hispanic rates have increased from 12% to 25%; and Low SES rates have increased from 12% to 28%.
- Science Commended rates for all students have increased from 15% to 29%; African American rates have increased from 2% to 11%; Hispanic rates have increased from 9% to 16%; and Low SES rates have increased from 12% to 28%.

Taken together, BISD's instructional systems paired with thoughtful and individualized supports for struggling students help explain why BISD has raised student achievement and narrowed achievement gaps on its state assessments.

The Belton Independent School District clearly has the capacity to implement a project of this size and scope.

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

Part 2: Project Management Cont.

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

Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.

Students

WHS students participated in the needs assessment process through their performance on various assessments: TAKS, SAT/ACT, TABE, local benchmark assessments, portfolio assessments and local course completion assessments. The Campus Improvement Team used this student assessment data along with completion rates, attendance rates and dropout data to identify campus needs.

Students provided informal feedback on needs through verbal interviews conducted by the Director of Secondary Curriculum and Instruction and the principal to discuss and rate current programs such as science resources, student engagement levels and goal setting. The Campus Improvement Team incorporated this informal feedback into its discussion and its campus plan.

Staff and Principal

Faculty and staff participated in identifying comprehensive campus needs. The principal participated in the District's administrative book study of *Failure is not an Option* (Blankenstein, 2009). He led his staff in a series of discussions regarding the WHS vision, mission and goals. They discussed various interventions and models to increase student success. Engagement, attendance and graduation rates were identified as the major needs of the campus. These needs became the focus in the selection of a reform model. It was critical that the model address these needs.

The principal and staff continued to collect data on curriculum and instruction needs through monthly classroom walkthroughs and the use of PDAS. This observation data was included in the campus plan and considered during the development of the proposed project.

After a faculty meeting of the entire staff and principal to discuss Waskow's eligibility for the TTIPS program, district leadership formed a focus group that included teachers to review the campus data, to further explain the campus' eligibility for the TTIPS grant program and to discuss each of the four grant intervention models. Participants provided input into the selection of the model and the key components necessary for a new model.

Parents

Parents participated in the needs assessment process by serving on the Campus Improvement Team, the District's long-range planning committee and the District's Parent Advisory Board. In addition, parents were involved in the LEA Planning and Decision Making Team decided the New Tech model would best serve WHS. Those individuals who were not able to attend the LEA Planning and Decision Making Team meeting were contacted via email for input.

Community

Community members were included as a part of the project focus group. Members of the district-level administrative team met individually with community members including a city council member, the director of a local food bank and the director of the Chamber of Commerce. These meetings yielded additional insight into potential strategies and activities for the project.

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

Part 2: Project Management Cont.

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

Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.

Major practices to be modified to ensure the implementation of the proposed interventions in this project include the following:

- Extended time for learning— WNTHS' school day will be extended by 85 minutes five days per week. The school will be broken into fifteen-minute modules. The school day will not be driven by bells, but by student needs.
- Job-embedded professional development opportunities— Additional support through instructional facilitators will allow for grade level and vertical teams to focus on instruction with the assistance of a facilitator who is skilled in curriculum, technology and instruction. Teachers will work directly with the facilitator and in Professional Learning Community teams to develop lessons, interpret the Texas Essential Knowledge and Skills, analyze student achievement data, and determine interventions for students who are not succeeding..
- Professional Learning Communities will be fully implemented to ensure close collaboration among teachers at WNTHS. Belton ISD is already implementing a common planning for teacher teams in the four core areas at all other secondary schools in the district. This new planning period at WNTHS is in addition to the traditional conference period and will be used by teachers for ongoing planning of cross-curricular lessons centered upon the project-based learning approach.
- Population served—Waskow High School predominantly serves students identified as being at-risk (90% of the student population is identified as "At Risk" according to TEA standards) and those seeking to accelerate their graduation from high school. As such, most students are classified as either juniors or seniors. In the first year of the Project, 2010-2011, only juniors and seniors will be allowed to newly enter WHS. This will minimize the number of students who would remain at WHS when the transformation takes place. During the second year of the Project, the District will conduct open enrollment for WNTHS with first priority status for application given to the remaining Waskow students.
- New leadership—A new principal will be hired in January of 2011 and will participate in professional training, visit sites using the proposed model, and plan for the recruitment and hiring of teachers and staff. All project positions will be posted and applications accepted from both inside and outside the district. In the spring of 2011, the principal, Project Manager, and Director of Secondary Curriculum and Instruction will interview candidates and make hiring recommendations. Any current WHS staff members not selected for a position at WNTHS will be placed in another position within the district. In order to provide support for the model, WNTHS will add an instructional facilitator, a technology facilitator, a technology technician and a graduation coach to the existing staff to aid in the implementation of the New Tech model, improve student achievement and increase graduation rates.
- Comprehensive professional development program for both principals and teachers—To ensure a strong start, the principal will attend a Principal Residency program in March 2011 prior to the opening of school. Teachers will participate in a five-day summer program where they: (1) learn to design projects; (2) participate in projects with coaches; and (3) shadow teachers using the model in the classroom. Project staff will plan for the opening of the school. New Tech will provide 8 days of on-site support in 2011-2012. Content area teachers will go to *Meeting of the Minds* regional meetings two times per year to collaborate with other teachers. Leaders will participate with other New Tech school leaders to build a learning network. The following year will include a summer conference for existing and new teachers and 6 days of on-site support. Teachers who are implementing the model successfully will be identified to participate in a trainer-of-trainers model.

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Schedule #4B—Program Description**

Part 2: Project Management Cont.

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

The school improvement intervention will align with the following District resources:

- Professional Learning Community resources, including training, time and collaboration—The New Tech intervention model aligns with the District’s commitment to provide resources for Professional Learning Communities (PLC). The PLC approach is an effective strategy for schools to employ as they work to improve student achievement. They are designed to allow teachers to work together with administrators and other teachers to provide quality instruction and improve student learning (Hughes & Kritsonis, 2006). Kincannon (2010) found that schools with a higher level of implementation of PLC concepts showed a statistically significant positive difference in student achievement results. In addition, completion rates were higher for schools with increased levels of PLC concepts. Staffing levels at WNTHS, achieved through local funding and state-provided high school allotment monies, will allow all core area teachers to have a *common planning period*. This planning period is in addition to the traditional conference period and will be used by teachers for ongoing planning of cross-curricular lessons centered upon the project-based learning approach as well as analyzing data and planning additional instruction for weak areas.
- Federal and state grant funds—Providing staff development from Safe and Civil Schools for classroom management for teachers at WNTHS will leverage Federal stimulus funds. District Awards for Teacher Excellence (DATE) Grant funds are currently being used to help provide Marilyn Burns’ Math Solutions Professional Development and reward teachers for increased student achievement.
- Local funds—While WHS has had 137 students in enrollment this year, this intervention is based on an enrollment of 330 students by the 2012-2013 school year. The current infrastructure at WHS will not support this increased enrollment. While there will be **no** grant funds used for construction or remodeling, the District has already budgeted local funds for the retrofit of an existing building at the WHS site to a full cafeteria. Additional work on the current WHS spaces to bring them up to the standards required of a New Tech HS will be accomplished using local funds as well. The resulting facility will be of high quality and capable of supporting up to 330 students.
- Local funds also provide the Eduphoria! suite of educational management tools, including the data management and analysis tool *Aware*. Data from formative assessments, unit assessments, and benchmark tests, as well as TAKS data for up to the past seven years is stored in *Aware*. Teachers will use planning period time to analyze data in *Aware* to help them make instructional decisions on both the individual and group level.

Supervision and Alignment—The Project Director will supervise the implementation of the grant and align activities and funding with High School Allotment funds available from the State, DATE Grant funding, State Compensatory Education, Special Education and local funds. The Project Director, Campus Principal and Deputy Superintendent will meet monthly to discuss Project activities and timelines to ensure the successful implementation, expenditures and operation of the Project. Feedback from the New Tech Foundation, the District, and Campus Improvement Team will be discussed and activities and resources will be adjusted as necessary.

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**Texas Title I Priority Schools Grant
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Part 2: Project Management Cont.

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.

Project Director – The Project Director will be an experienced administrator with prerequisite knowledge and skills in school reform as well with proven leadership skills. The Project Director will be the lead administrator—in close collaboration with the campus principal—who will direct the implementation of the grant program. Responsibilities will include working with the Texas Center for Educational Technology (TCET) to ensure all Critical Success Factors are achieved and all Annual Performance Goals are measured and appropriately reported. He will also monitor the budget, assist with meeting state and federal reporting requirements, and assist in personnel selections. The Project Director will also work closely with the district-level “shepherd” who works at the central office to assist in grant implementation. Candidates will possess the following qualifications:

- Master's Degree
- Five or more years teaching experience
- Strong communication skills, with an understanding of how to foster collaborative learning
- Prefer experience as a campus principal or assistant principal
- Ability to manage projects and meet deadlines
- Strong technology skills, including the use of data collection and reporting applications

While the District has not yet selected the individual who will be the Project Director, several strong internal candidates have emerged as potential leaders for this project. These individuals have experience in campus administration, instructional leadership, and a strong understanding of the leadership qualities required to carry the transformation of a campus to completion. These candidates will come to the position knowing the culture of the district and having the shared knowledge of several years of professional development for administrators. Each would work well with a new principal and the new district-level “shepherd.”

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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.

The Belton Independent School District will provide technical assistance and flexibility to Waskow New Tech High School in the following ways:

- Designate a District Shepherd to oversee the grant and participate as a central office contact.
- Hold meetings regularly with the campus Project Director to review grant progress.
- File expenditure reports.
- Assist in evaluation components.
- Assist curriculum staff in arranging professional development.
- Allow flexibility to schedule campus staff development in lieu of district activities.

The District Shepherd will maintain close communication with the Project Director and principal at WNTHS, including holding regularly scheduled weekly or semi-weekly meetings to ensure the effective implementation of all components of the New Tech model. With a direct line of communication to the Superintendent and other cabinet-level positions in the district, the District Shepherd will ensure efficient and timely LEA response to the needs of WNTHS. The District Shepherd will also provide support and feedback to the principal, Project Director, and teacher leaders when needed and take an active role in problem-solving with the campus. In addition, the Shepherd will facilitate the removal of any logistical barriers at the LEA level as well as assist in the replacement and recruitment of qualified staff. The District Shepherd will also attend all meetings and professional development sessions throughout the duration of the transformation process.

Belton ISD is willing to allow the WNTHS principal and Project Director flexibility with regard to curriculum, instruction, scheduling—including a flexible schedule for the school day—and funding. The District Shepherd will consult with the Waskow leadership during the budgeting process while planning the flexible schedule, and will work with the campus to ensure that appropriate decisions are made during budget and planning meetings related to the transformation process at Waskow.

The District Shepherd – Denise Whitley, currently serving as Director of Elementary Curriculum and Instruction, has a Bachelor's Degree in Elementary Education and a Master's Degree in Educational Administration. She holds multiple State certifications and has had extensive training in principal leadership, teacher assessment, curriculum development, managing federal and state grants, school improvement and teaching interventions for high-need students. Mrs. Whitley has worked in BISD for 25 years as a teacher and elementary and secondary principal. She has written and managed multiple State grants. She will be responsible for the daily management of grant activities as the District Shepherd to serve as support to campuses undertaking the transformation process.

Mrs. Whitley can be viewed as a positive change agent and has effective communication skills. She will be responsible for monitoring the progress of 90-day action plans and providing feedback to the principal, teacher leaders, and Assistant Superintendent for Curriculum and Instruction.

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Part 2: Project Management Cont.

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

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

Blankstein (2004) stated, "Sound education, good teaching and learning are inherently sustaining processes" (p. 201). Furthermore, he argued that sustainability in educational change is comprised of six key and interrelated characteristics:

- a. Improvement that sustains learning, not merely change that alters schooling;
- b. Improvement that endures over time;
- c. Improvement that can be supported by available or achievable resources;
- d. Improvement that is a shared responsibility;
- e. Improvement that doesn't impact negatively on the surrounding environment of other schools and systems; and
- f. Improvement that promotes ecological diversity and capacity throughout the educational and community environment (p. 202).

Waskow New Tech High is designed for long-term success and based on good teaching and learning. It fits within and without the systems that already exist in BISD and promotes student learning for the 21st century. The Project has support from the Board and key stakeholders including parents, community and business leaders. It has been reviewed and approved by the District's Technology Planning Advisory Committee (Tech PAC). The Board began its consideration of one-to-one computing nearly eight years ago and supported technology upgrades to sustain the initiative. They offer 100% commitment to the program at Waskow far beyond the end of the grant period. A 13-cent tax ratification election yields about \$5 million annually in additional local funds allowing the District to maintain its financial stability, while other Texas districts have struggled with deficit budgets. The Tech PAC has included the one-to-one initiative as a top priority for 2010-2013. The Project is integrated with the District's goals, especially Goal 2, *All campuses in Belton ISD will achieve success on the State's student achievement and quality of learning indicators to prepare all students to live, learn and lead in an ever-changing global economy*. BISD's Internet bandwidth of 10 megabits coming from a gigabit fiber backbone provides reliable, high-speed connectivity. The system will support all campuses in the District as the Project is expanded. BISD has the ability to continue to develop and expand this Project as it designs and opens future schools.

The New Tech Model for high school redesign is structured to be sustained over time. The agreement with the New Tech Foundation is for three years, during which time the leadership and faculty at WNTHS will receive extensive, job-embedded professional development, support through the online learning platform (the PeBL™ system), and assistance with evaluation of teacher effectiveness. In addition, because initial implementation costs payable to the New Tech Foundation will be funded through the TTIPS grant, the project will remain financially viable for the District. Belton ISD already invests approximately \$620,000 in local funds at WHS. Of that amount approximately \$500,000 is spent on the 13 professional staff that serve approximately 100 students. Those resources will be maintained, and as enrollment grows, expanded to meet the needs of students during and beyond the grant period.

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**Texas Title I Priority Schools Grant
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Part 2: Project Management Cont.

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.

Upon grant award, the Project Director and the District Shepherd will work together to develop a Request for Proposal (RFP) to recruit, screen and select an external provider to assist with the transformation efforts at WHS. The RFP will clearly outline the goals and objectives of this Project. It will also identify the responsibilities and expectations of the external provider. Following the District's established processes, the RFP will be publicized in two newspapers and all proposals will be accepted within a specified time period. After the deadline for submitting the RFP passes, the Project Director and the Shepherd along with the Deputy Superintendent and the campus principal will select 3-5 proposals that meet the criteria included in the RFP. The providers submitting these proposals will be interviewed by these administrators and two teacher representatives. Using previously developed interview questions and a scoring rubric, the committee will conduct interviews and select an external provider for the Project.

Criteria to be included in the RFP includes the following:

- The external provider must implement reform efforts, which are supported by research.
- The external provider must offer leadership training and mentoring activities for the school's principal, assistant principal and instructional facilitators.
- The external provider must supply 3 references from schools with similar demographics.
- The external provider must supply student achievement data that demonstrates increased student achievement over a 3-5 year period and graduation rates over 70 percent.
- The external provider must have the capacity to address professional development that is aligned to the goals and objectives of the Project.
- The external provider must be able to provide follow up activities each year of the Project.
- The cost of the external provider must be reasonable.
- The external provider must have a deep understanding of professional learning community concepts and practices.
- The external provider must use data to analyze results and be willing to adjust training and activities to meet the needs of the school.
- The external provider must have extensive knowledge of Response to Intervention strategies.
- The external provider must be able to deliver all activities during the Project period as outlined in the RFP.

After interviews are conducted and the scoring rubrics are calculated and averaged, the Project Director and the Shepherd will notify the external providers of their selection or non-selection. They will then meet with the selected provider in order to plan the implementation of reform efforts.

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Part 2: Project Management Cont.

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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.

WHS will conduct site visits of other high schools with similar demographics in order to identify effective reform strategies being implemented in the areas identified for improvement (graduation rates and student achievement). School selections will be based on two or more of the following criteria:

- School to be visited serves more than 25% of students who are identified as At Risk.
- School to be visited serves more than 50% of students who are identified as Economically Disadvantaged.
- School to be visited is in the top quartile in Graduation Rates in the TEA comparable school's list.
- School to be visited has Commended performance rates 5 or more percentage points above the State average in reading and/or math.
- School to be visited is partnering with the external provider being considered by WHS.
- School to be visited is approximately the size of WHS.
- School to be visited allows for a student-led tour of the entire facility, including classrooms where students are engaged in project-based learning.
- School to be visited allows for questions and answer periods that will yield insights on what kinds of facilities renovations would be required as well as technology infrastructure.

Approximately 3-5 visits will be conducted during the grant project period. The expected outcomes of the visits include:

- To identify successful programs and/or instructional strategies that are being implemented schoolwide to increase graduation rates.
- To identify programs and/or instructional strategies which have the potential to increase achievement for all students.
- To build a network with other school administrators who work in high-need high schools.
- To build a vision for high achievement for high-need students.
- To interview school personnel on the success of new strategies being provided by the external provider being considered in the Project.
- To identify leadership strategies which have the greatest impact on student achievement.
- To identify interventions being used with students who are struggling.
- To identify assessments which most accurately diagnose the needs of students who are struggling.
- To identify capacity building methods used with leaders and teachers.
- To identify how to measure and address a positive campus climate.
- To identify how time is extended for learning and planning time is integrated into the secondary school day.
- To identify the methods used to evaluate the project-based learning with technology

To identify the necessary collaboration that will ensure that the project school implements the model with fidelity, providing the best chance for a successful launch of the school in Belton ISD.

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Part 2: Project Management Cont.

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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.

Not applicable.

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

Part 3: Intervention Model

Section A: Intervention Model Selection Process

Intervention Model to be Implemented – Indicate the model(s) being *considered* 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.

- Turnaround
 - Closure
 - Restart
 - Transformation
 - Tier III Modified Transformation
 - TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center
 - Supplemental Education Services (SES) incorporated into the intervention model
- 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.*
- 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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**Texas Title I Priority Schools Grant
 Schedule #4B—Program Description**

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

The overarching goal of the Waskow High School Texas Title I Priority Schools Grant (TTIPS) is to improve student learning so that students can live, learn and lead in an ever-changing global economy. Numerous early implementation planning activities were completed as part of developing this application, and all stakeholder groups came to consensus that the **Transformation** model presents the best opportunity for success at Waskow High School. The proposed project represents an exceptional approach to meeting all applicable federal statutory requirements and the seven statutory requirements: 1) improving academic performance, 2) increase use of quality data to drive instruction, 3) increase leadership effectiveness, 4) increase learning time, 5) increase parent/community involvement, 6) improve school climate, and 7) increase teacher quality.

Process for Selection of the Transformation Model – The selection of the *Transformation* model for school redesign was a collaborative process that included the faculty and staff of Waskow High School, the current principal, district-level leadership, school board members, and parent/community members. According to the TEA, Waskow High School now ranks in the bottom 5 percentile of Title I eligible secondary schools based on its graduation rate of below 60 percent for over the last two years. WHS's average graduation rate for the last three years is 51%. To address the need to improve graduation rates to well above 60% and increase student achievement in all areas as measured by TAKS, various reform models were discussed with the district staff and campus leadership committee. The committee reviewed various models and selected a school intervention model that aligns with the identified needs of the campus as discussed in Part 1, Section C: Needs Assessment Section and accomplishes the following measureable goals and objectives over three years:

Goal 1— Identify, recruit, develop, place, reward, and retain highly effective teachers and principal and remove ineffective teachers or principals.

- Objective 1.1: Develop a rubric for hiring teachers based on research-proven criteria as measured through document review.

Statutory Requirement: Increase Teacher Quality

Timeline: Planning and professional development to begin during 2010-2011, Waskow New Tech High to open fall 2011.

Rationale: Due to WHS's mission to serve large numbers of "At-Risk" students with a self-paced, accelerated curriculum, teachers were hired at WHS based on their ability to facilitate instruction of a teacher-designed curriculum and work in a non-traditional setting. Many of the staff have been at WHS since the school's inception in 1999, and their skills have not evolved to align with research-proven criteria. Therefore, they will have the opportunity to re-apply for their positions based on the research-based rubric. Teacher and principal leaders are crucial to student improvement.

- Objective 1.2: Recruit highly qualified teachers to teach high-need students through signing bonuses and opportunities for collaboration and leadership roles as measured by the number of teachers recruited to the project.

Statutory Requirement: Increase Teacher Quality and Increase Leadership Effectiveness

Timeline: Signing bonuses and opportunities for collaboration will begin during 2010-2011 with the allocation of funds to project, agreement memorialized in teacher contracts and the selection of teacher leaders. When Waskow New Tech High opens in 2011–2012, teachers and leaders will participate in Professional Learning Communities, Collaborative Learning Teams and New Tech Foundation professional development. The bonuses and collaboration will continue for the duration of the project.

Rationale: Principal and teacher leaders are crucial to the campus' system of instructional leadership. Effective leaders coordinate curriculum alignment and create system wide supports for teachers (Togneri, 2003). While teachers are working in Professional Learning Communities, the leaders will be working on implementing a set of actions that will support the professional collaboration. The campus leadership team will consist of the principal, lead teachers, instructional facilitators, and the graduation coach. Professional development activities and follow-up technical assistance will be provided by the New Tech Foundation to ensure that action plans are implemented,

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

Part 3: Intervention Model

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

monitored and evaluated. These activities will provide the skills, knowledge, resources, and tools to ensure an increase in student achievement. The New Tech Foundation will provide eight days of on-site professional development and technical assistance for the campus teachers and staff in year 1, six in year 2 and 4 in year three of the grant period.

- Objective 1.3: Recruit highly qualified teachers to teach high-need students with the implementation of an incentive pay program to reward teachers for gains in student achievement and/or individual student growth.

Statutory Requirement: Increase Teacher Quality and Increase Leadership Effectiveness

Timeline: Planning and professional development to begin during 2010-2011, Waskow New Tech High to open fall 2011 with teacher success measured during 2011-2012 and 2012-2013.

Rationale: An incentive pay program would be used to reward teachers for gains in student achievement and/or individual student growth. Grade level teams would work with the Project Director and the Principal to write goals, which would serve as the criteria for the teacher awards. The New Tech Foundation will assist with the development of the criteria, which will include incentives tied to student academic growth, active participation in professional development, and evidence of growth as a teacher through a self-assessment process. Instructional facilitators and campus leadership will also be eligible for incentive pay based on overall campus improvement. Teachers and other instructional staff meeting the criteria would receive an annual award of \$5,000.

- Objective 1.4: Increase teachers' capacity to engage students in challenging and rigorous curriculum and instruction in a project-based learning model through professional development, professional learning communities, and other instructional support as measured by the number of teachers demonstrating proficiency on the New Tech Network Teacher Success Rubric, DuFour, DuFour, Eaker, and Many's (2006) Professional Learning Community Continuum, and National Staff Development Council's Standards Assessment Inventory.

Statutory Requirement: Increase Teacher Quality and Leadership Effectiveness

Timeline: Planning and professional development to begin during 2010-2011, Waskow New Tech High to open fall 2011 with teacher success measured during 2011-2012 and 2012-2013.

Rationale: Teachers will choose to at WNTHS. Prior to the opening of the school, all teaching positions will be open and current Waskow teachers must apply for the WNTHS positions. Once hired, New Tech teachers will engage in a rigorous program of professional development that will occur during the summer. Job-embedded professional development will occur during the school year supported by New Tech trainers. Periodically, all facilitators and the principal will attend regional *Meeting of the Minds* collaborative professional development sessions with facilitators from other New Tech schools.

- Objective 1.5: Increase teacher effectiveness by training principal to better identify teachers in need of assistance, to develop stronger growth plans and to provide clear evidence to support dismissal using a rigorous, transparent and fair teacher evaluation system. Fulfillment of this objective will be measured through principal evaluations and dismissal rates.

Statutory Requirements: Increase Teacher Quality, Increase Leadership Effectiveness

Timeline: New appraisal instrument developed summer of 2011; implemented during 2011-2012 and 2012-2013 school years.

Rationale: A new appraisal instrument will be developed in collaboration with the New Tech Network. Utilizing administrator professional development on improved teacher supervision, growth plans will be developed for teachers in need of assistance. Both Belton ISD and the New Tech Network will work to build quality leaders at WNTHS. For the past 8 years, Belton ISD has been engaged in sustained efforts to increase leadership effectiveness. Each year, all BISD leaders participate in four days of professional development on a variety of topics such as curriculum and instruction, assessment and data, management, culture and climate, and technology. The New Tech Network will provide additional job-embedded professional development specifically designed for New Tech schools. The new principal of WNTHS will participate in an "in residence" experience whereby he or she will shadow a current New Tech principal as preparation for opening WNTHS.

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

Part 3: Intervention Model

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

- Objective 1.6: Increase students' academic achievement as measured by yearly growth on state assessments, state-level end-of-course assessments, graduation rates, passing rates, retention rates, and participation in the State of Texas' Recommended and Distinguished diploma plans.

Statutory Requirements: Improve Academic Performance, Increase the Use of Quality Data to Drive Instruction, and Increase Parent/Community Involvement

Timeline: Complete planning activities during 2010-2011 school year, open WNTHS in the fall of 2011.

Rationale: A foundational principle of project-based learning is high student engagement. WNTHS's teachers will use the PeBL system to design and facilitate rigorous, engaging lessons that will challenge students in all subject areas, but especially in reading/ELA and math. The curriculum is aligned both vertically and horizontally. A 1:1 student to computer ratio will provide additional options for individual instruction, student collaboration and engagement with the wider community. Instruction will be monitored by campus leadership through regular classroom walkthroughs using an instrument that promotes professional growth. New Tech students (often called "learners") have ownership over their own learning. Each unit of instruction (project) begins with students and teachers engaging in a formative assessment process where students identify their "need to knows" and then plan their learning according to the results of the assessment. The teacher uses this data to assist the student to plan learning experiences to gain the knowledge and skills necessary to successfully complete the project. Teachers ensure ongoing communication with both students and parents throughout the course of each unit of study. In addition, periodic assessments and benchmark tests will be used to ensure that students are mastering the knowledge and skills necessary to meet the requirements of both the TAKS tests as well as for graduation.

- Objective 1.6: Increase students' 21st century skills, such as creativity and problem solving, through the implementation of a project-based learning model as measured by performance-based assessments and pre- and post-surveys.

Statutory Requirements: Improve Academic Performance, Increase Learning Time

Timeline: Complete planning activities during 2010-2011 school year; open Waskow New Tech High School in the fall of 2011.

Rationale: In partnership With The New Tech Network, Waskow High School will offer a new, innovative approach to instruction. Project-based learning (PBL) is at the heart of the instructional approach. PBL uses technology and inquiry to engage students with issues and questions that are relevant to their lives. In New Tech classrooms, teachers design rigorous projects tied to state and district standards and customize them to their location and the interests of students. Students then work in teams to acquire and apply knowledge and skills to solve problems. The PBL approach fundamentally changes the role of teacher and student. Instead of traditional one-to-many instructors, teachers become facilitators and coaches who guide students to take charge of their own learning, invent their own solutions, and develop self-management techniques. New Tech provides ongoing training and support to ensure all teachers can become effective in this transformative approach to learning. Students become active learners who take responsibility to complete projects. They learn to handle long, complex tasks and manage their time. They are assessed on their skill in working in teams and creating products such as presentations, designs, plays, short stories, and prototypes. **Students acquire not only subject-matter knowledge, but also the skills they need to thrive in college, career and life.** Students have a level of responsibility similar to what they might experience in a professional work environment. Furthermore, students become accountable to their peers, taking individual responsibility to get work done. In this trusted, respectful environment, students decide how to allocate their time, learn team roles, and how to collaborate. **All classrooms will have a one-to-one computing ratio.** With access to Web-enabled computers, every student becomes a self-directed learner who no longer needs to rely primarily on teachers or textbooks for knowledge. Furthermore, students will have access to a distance learning lab that will enable them to connect via video conference to other learners across the globe.

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

Goal 2 – Develop and implement a new high school design based on the New Tech Foundation’s model that will improve student achievement as measured by state assessments, graduation rates, passing rates, retention rates, and participation in the State of Texas’ Recommended and Distinguished diploma plans.

- Objective 2.1: Contract with the New Tech Foundation to redesign Waskow High School.

Statutory Requirements: Improve Academic Performance, Increase Learning Time, Improve School Climate, Increase Leadership Effectiveness, and Improve Teacher Quality

Timeline: Redesigned school to open fall of 2011.

Rationale: WNTHS will be an alternative for students, allowing for a smaller learning environment than Belton’s other large, 2400 student comprehensive high school. Students will be assigned high school teachers who have received signing bonuses and project training. The partnership with New Tech includes a comprehensive job-embedded professional development program for both principals and teachers. To ensure a strong start, the principal will attend a Principal Residency program in March of 2011 prior to the opening of school. Teachers will participate in a five-day summer program in 2011 where they: (1) learn to design projects; (2) participate in projects with coaches; and (3) shadow teachers using the model in the classroom. Project staff will plan for the opening of the school. New Tech will provide 8 days of on-site support in year one. Content area teachers will go to *Meeting of the Minds* regional meetings two times per year to collaborate with other teachers. Leaders will participate with other New Tech school leaders to build a learning network. Year two will include a summer conference for existing and new teachers and 6 days of on-site support. To build sustainability, in year three on-site support will be continued (4 days), and teachers who are implementing the model successfully will be identified to participate in a trainer-of-trainers model.

In order to provide support for the model, additional personnel will be added to the Project. WNTHS will be staffed with one instructional facilitator and one instructional technology facilitator. Furthermore, a technician will be hired at WNTHS in year one to manage the one-to-one computing devices provided to students through the project. The school is expected to begin with 150 students, increasing to more than 300 students, which is approximately triple the number of students currently served at the school. Research by Linda Darling-Hammond (2002) and others suggests that smaller learning communities tend to produce significantly better results for students. These results are most pronounced for economically disadvantaged and minority students who are typically least well served by traditional, large, comprehensive middle and high schools. WNTHS will be a smaller learning community where teachers engage students in project-based learning designed to foster students’ ownership of their learning. The students at the school will be a demographic match of the District. We expect a variety of students, including at-risk students, gifted students, and Special Education students. All of these students will choose to come to WNTHS because they want a new and different high school experience. Their motivation to attend WNTHS will assist them in improving their achievement and graduating from high school on time. However, in an effort to allow a wider group of students to choose WNTHS and increase involvement in extra/co-curricular activities, the District requested and has been granted permission from the University Interscholastic League to allow WNTHS students to participate in UIL activities at Belton High School. A proprietary Web-based system — the PeBL™ Collaborative Learning Environment — unifies students’ learning experiences, enabling them to share projects online, collaborate, and create new knowledge. PeBL™ facilitates a process for teachers to transform themselves into project-based coaches. It provides a structure for teachers to confidently manage a new approach to learning, while benefiting from and contributing to a shared resource of best practices. **With more than 14 years of experience and documented success, the New Tech model has yielded promising results. As a result of our early implementation activities, the New Tech Network supports this grant application.** In a letter of support addressed to the District, NTN president Monica Martinez said, “The New Tech Network would like to extend support to Belton Independent School District’s TTIPS grant. We welcome BISD’s intent to become a part of our national network and to build on the existing Texas network of seven New Tech schools.” She went on to say, “Rigorous academics and 21st century skills prepare New Tech students for success in college, life and the careers of tomorrow. Belton ISD has already identified this critical need. We applaud Belton’s efforts and look forward to working with them toward achieving this mission.”

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

Goal 3— Develop practices, strategies, or programs for secondary students that (a) address students' preparedness and expectations related to college; (b) help students understand issues of college affordability and the financial aid and college application processes; and (c) provide support to students and parents from peers and knowledgeable adults.

- Objective 3.1: Increase the knowledge and skills of students as they transition from high school to college with the support of a graduation counselor as measured by pre- and post-tests of students' transition knowledge and skills and review of the rigor of graduation plans.

Statutory Requirement: Improve Academic Performance, Increase Use of Quality Data to Drive Instruction

Timeline: Redesigned school to open fall of 2011.

Rationale: Many students are first-generation college attendees and have little knowledge of the college application process or access to an adult mentor to guide them. Individual guidance from the Graduation Coach will assist them with the process.

- Objective 3.2: Increase students' and parents' knowledge of issues of the costs of college and financial aid and college application processes as measured by pre- and post-assessments.

Statutory Requirement: Increase Parent/Community Involvement

Timeline: Redesigned school to open fall of 2011.

Rationale: Parents express the need for processes and guidance to assist their students in applying to college, being accepted, accessing college funds and achieving college success.

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.

1	Waskow High School Leadership
2	Waskow High School Faculty and Staff
3	District Leadership Team, Including the Superintendent and Deputy Superintendent
4	District Curriculum Department Personnel, Including the Assistant Superintendent and Dir. Of Sec. C&I
5	LEA Grant Planning and Decision Making Team
6	Board of Trustees
7	Federal Programs Personnel, To Ensure Coordination of Resources
8	District Bilingual Education Personnel, To Ensure Coordination of Programs
9	
10	

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Section D: Improvement Activities and Timeline

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

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

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

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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, B, C	Improve Student Achievement in Reading/ELA through authentic instruction	Campus achievement data indicate that all students are not mastering reading objectives	Students need authentic interactions with text including both reading and writing (Schmoker, 2007)	8/25/11	6/3/14
1 A, B, C	Improve Student Achievement in Mathematics through project-based learning	Campus achievement data indicate that all students are not mastering math objectives	Students need math instruction that is grounded in real problem solving (Wiske, 1998)	8/25/11	6/3/14
1 A, B, C	Improve Student Achievement in Social Studies through project-based learning	Campus achievement data indicate that all students are not mastering social studies objectives	Students need math instruction that is grounded in real problem solving (Wiske, 1998)	8/25/11	6/3/14
1 A, B, C	Improve Student Achievement in Science through project-based learning	Campus achievement data indicate that all students are not mastering science objectives	Students need math instruction that is grounded in real problem solving (Wiske, 1998)	8/25/11	6/3/14
1 B	Utilize PeBL™ system to design project-based learning units of study	Traditional instruction is not motivating students to learn at high levels	Student need rigorous, engaging lessons that challenge them to excel (New Tech Network, '09)	6/1/11	6/3/14
1 B	Align PeBL units of study with the TEKS in each subject area and grade level	Teachers must study the TEKS as part of the curriculum alignment process	The written curriculum must be taught and then tested to achieve alignment (Crain, 2006)	6/1/11	6/3/14
1 C	Monitor instruction through frequent walkthrough visits to classrooms	Instruction at Waskow lacks focus and intensity	Principals need a systematic way to monitor instruction and provide feedback to teachers (Downey, 2004)	8/25/11	6/3/14
1 C	Monitor instruction through a locally developed appraisal instrument	Instruction at Waskow lacks focus and intensity	Principals need a systematic way to monitor instruction and provide feedback to teachers (Downey, 2004)	8/25/11	6/3/14

Add additional pages as needed.

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2 A	Utilize <i>Eduphoria Aware</i> to collect, disaggregate, and analyze data on student achievement	Increasing the quality and quantity of assessment data provides the information needed to improve instruction	Assessment data used appropriately helps teachers focus instruction (DuFour, DuFour, and Eaker, 2006)	8/25/11	6/3/14
2 A	Provide teachers and administrators with data disaggregation training	Schools are typically data rich and information poor; they need training on how to effectively use data	A school's ability to make improvement plans is directly tied to the quality of its data (Blankstein, 2004)	8/1/11	6/3/14
2 B	Students determine "need to knows" as part of formative assessment prior to each unit	Traditional instruction often ignores what students already know, causing redundancies	Assessment data used appropriately helps teachers focus instruction (DuFour, DuFour, and Eaker, 2006)	8/25/11	6/3/14
2 B	Periodic assessments and benchmark tests given at regular intervals	Formative assessments are lacking. Instruction is not clearly focused on identified objectives	DuFour, DuFour, and Eaker (2006), Marzano (2007), Stiggins et. al. (2006)	8/25/11	6/3/14
2 C	Involve students in setting goals for their own learning	Students and parents need to be part of the setting goals	Students who are engaged in setting learning goals are more likely to succeed (Stiggins, 2006)	8/25/11	6/3/14
2 C	Inform parents of students grades in three-week intervals	Students and parents need to be part of the setting goals	Students who are engaged in setting learning goals are more likely to succeed (Stiggins, 2006)	8/25/11	6/3/14

Add additional pages as needed.

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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
3 A	Improve instruction through the New Tech Foundation's model for innovative high school design	Project-based learning (PBL) fosters active, engaged learning	PBL promotes increased attendance, academic gains, and higher order thinking (Thomas, 2000; Boaler, 1997)	8/25/11	6/3/14
3 A	Require job-embedded professional development for principal and teachers	Professional development that occurs on campus and in classrooms is more likely to produce instructional improvement	Job-embedded professional development superior to workshop-driven approach (NSDC, 2010)	8/25/11	6/3/14
3 A	Improve faculty knowledge of PBL through 5-day Summer Institute with New Tech Foundation	Learn all components of model, build team, plan. Promote teacher leadership	Teachers as leaders experience become more effective in the classroom (Barth, 2001)	6/1/11	6/3/14
3 A	Increase collaboration by attending <i>Meeting of the Minds</i> regional gatherings	Teachers need time to collaborate as part of their own learning	Schools must ensure systematic collaboration for teachers (DuFour and Berkey, 1995)	9/1/11	6/3/14
3 B	Provide principal with scheduling flexibility for master schedule.	Project-based learning requires flexible scheduling	District leadership is both "loose" and "tight," but student achievement is the constant (Marzano, 2009)	4/1/11	6/3/14
3 B	Principal and Project Director collaborate on aligning grant funds with local and state funds	The principal must be allowed to allocate resources effectively and efficiently	District leadership is both "loose" and "tight," but student achievement is the constant (Marzano, 2009)	1/1/11	6/3/14
3 C	Principal and Project Director collect data on each of the 7 required grant activities	Data should be collected and analyzed to be effective in bringing about change	Data analysis allows schools to determine what they need to do to increase learning (Bernhardt, 1998)	8/1/10	6/3/14
3C	Utilize the CARA continuous improvement process to analyze data	A protocol for data analysis provides a common language for improvement	Data analysis determines what schools need to do to increase learning (Bernhardt, 1998)	8/1/11	6/3/14

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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
4 A	Increase the school day by at least one hour per day	Both interventions and enrichment require more time. PBL requires additional time for collaboration	Students who need additional time and support need it during the regular school day (DuFour et. al. 2006)	8/25/11	6/3/14
4 A	Implement a new master schedule driven by student needs	Traditional schedules are rigid and often are not conducive to student learning	Master schedules should contribute to student learning (Schmoker, 2006)	8/1/11	6/3/14
4 B	Provide frequent and timely feedback to students and parents	Assist students with setting goals for continuous improvement	Students are motivated when learning is valued by schools, families, and communities (Fullan, 1997)	8/25/11	6/3/14
4 C	Provide for daily collaborative planning time	Teachers need time to study and customize project-based lessons, as well as time to design high quality assessments	Professional Learning Communities (DuFour et. al. 2006)	8/25/11	6/3/14
4C	Include professional learning as an expectation for collaborative planning time	Job-embedded professional development yields better results for student achievement	Central to the success of high-achieving schools is a collaborative culture focused on teaching and learning (Barth, 2001; Fullan and Hargreaves, 1996)	8/25/11	6/3/14

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Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 A	Invite parent, community, and/or business members to evaluate presentations and final projects	Student need authentic audiences from industry and the community to provide feedback on their projects	Authentic assessments motivate students (Stiggins, 2006)	8/25/11	6/3/14
5 A	Establish a Waskow New Tech High Business and Community Advisory Group	Provide increased opportunities for input; assist with communicating improvements	Students are motivated when learning is valued by schools, families, and communities (Fullan, 1997)	1/7/11	6/3/14
5 A	Administer yearly surveys to students, teachers, and parents	Data collected can be analyzed to better understand barriers to school success	The seven correlates of effective schools, (Lezotte, 2003)	1/7/11	6/3/14
5 A	Recruit business partners for students' 11 th grade job-shadowing experience	Students need opportunities to interact with adults in business and industry	Students are motivated when learning is valued by schools, families, and communities (Fullan, 1997)	1/7/11	6/3/14
5 A	Recruit business partners for students' 12 th grade internship experience	Students need opportunities to interact with adults in business and industry	Students are motivated when learning is valued by schools, families, and communities (Fullan, 1997)	1/7/11	6/3/14
5 B	Build an interactive WNTHS web site allowing for parent-teacher communication	Students are more likely to be motivated when parents are involved.	Frequent communication improves home school relations (Ames, 1995)	10/1/11	6/3/14
5 B	Develop a comprehensive communications plan for Waskow New Tech High	There is a need to change perceptions about Waskow High School	Frequent communication improves home school relations (Ames, 1995)	10/1/10	6/3/14
5 B	Hold parent and student college nights to help with college applications and financial aid apps	Create an expectation that students from Waskow will go to college	Students are motivated when learning is valued by schools, families, and communities (Fullan, 1997)	10/1/11	6/3/14
5 C	Establish contact with community service organizations to provide students opportunities for community service	Student need to use their time and talents for the good of others.	The seven correlates of effective schools, (Lezotte, 2003)	8/25/11	6/3/14

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Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6 A	Engaging, project-based instruction	Current instructional model lacks structure and intensity	Engaging classroom instruction involves designing high quality lessons (Marzano, 2001)	8/25/11	6/3/14
6 A	Monitor attendance daily and make home visits as needed	Be proactive in the effort to ensure students remain in school	Students are motivated when learning is valued by schools, families, and communities (Fullan, 1997)	8/25/11	6/3/14
6 B	Decrease discipline referrals	School climate has an impact on student learning.	The seven correlates of effective schools, (Lezotte, 2003)	8/25/11	6/3/14
6 C	Finalize arrangements with UIL and Belton High so that WNTHS students can participate in UIL activities	Increase the number and quality of extra-curricular activities	The seven correlates of effective schools, (Lezotte, 2003)	2/1/11	6/3/14
6 C	Students will complete 10 hours of community service each year	Provide opportunities for students to be involved in the community and give back	Students are motivated when learning is valued by schools, families, and communities (Fullan, 1997)	8/25/11	6/3/14
6 C	Provide for job-shadowing and internship experiences for students	Students need opportunities to interact with adults in business and industry	Authentic assessments motivate students (Stiggins, 2006)	8/25/11	6/3/14

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7 A	Implement a locally developed appraisal instrument working with the New Tech Network	Meaningful evaluation and monitoring of instruction results in better quality	Leadership at high-achieving schools effectively evaluates teachers (Glickman 2007)	8/1/2011	6/3/14
7 B	Provide job-embedded prof. dev. in collaboration with the New Tech Network	Effective implementation of project-based learning will require extensive professional development	Quality professional development is a key component to improvement (Blankstein, 2006)	6/1/11	6/3/14
7 B	Engage in collaboration with other New Tech teachers through <i>Meeting of the Minds</i>	Collaboration with experience sites can help Waskow build on others' successful practices	Collaboration, culture of learning (DuFour, et. al. 2006)	9/1/11	4/30/14
7 C	All faculty must choose to teach at Waskow New Tech through an application process	Instruction will be different from the current model. Teachers must commit to implement PBL	Implementing change requires a focus on organizational culture (Hall & Hord, 2001)	2/1/11	6/30/14
7 C	Teachers will earn incentive awards for excellence in student achievement and professional development	Teachers and students alike will strive toward achieving measurable goals with tangible rewards	We know what needs to be done. It takes courage and commitment to do it (Schmoker, 2006).	8/1/11	6/3/14
7 C	Develop a rubric for hiring teachers based on research-proven criteria	A quality screening process results in good personnel hiring decisions		2/1/11	3/1/11

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Part 4: Waiver Requests

Applicants must check the waivers in which the LEA/campus intends to implement.

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

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

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

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

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

Grant Management

A Grant Management Team led by the to be named Project Director will supervise grant activities, ensuring that activities are conducted and completed according to proposed timelines. BISD's Director of Secondary Curriculum and Instruction, Ed Braeuer, will provide central office accountability and curriculum guidance for the team. Business Manager Eric Banfield will provide fiscal accountability for grant activities. In addition, a district-level "shepherd" will guide the project, ensuring that a direct line of communication is available to top level district administration. A representation of parents, community/business leaders and CIS will serve on the team to hold the school accountable for all grant activities. The Project Director will coordinate activities of the Site-Based Decision Making Committee. Each member of the Grant Management Team will have a clear understanding of his or her role in carrying out the components of the program. The Project Director will, at each team meeting, articulate the vision and mission of Waskow New Tech High School as it relates to the stated purpose of the grant program, thereby keeping the leadership team focused. Each team member will collect feedback from grant participants and report it to the group. Monthly meetings of the Grant Management Team will occur to ensure ongoing communication and monitoring of grant activities leading to continuous improvement.

Communication and Continuous Improvement

The Waskow New Tech High School Grant Management Team will serve as the hub for grant-related information and communications. Each team member will give status reports at scheduled monthly grant planning meetings. Coordination of grant activities will occur at these meetings to ensure that all grant objectives and reporting deadlines are met. Reports will be prepared by the Project Director and submitted to the Grant Shepherd, who will then verify and submit reports of grant activities to TEA. After each Grant Management Team Meeting, the Project Director (or designee) will prepare a summary of upcoming activities and then utilize a variety of channels to communicate with stakeholders, including e-mail, Site-Based Decision Making Committee meeting minutes and district advisory committees consisting of key district administrators, parents, and business/community leaders. The summary will provide an organized structure for asking questions and offering feedback. As a result, a constant link will be established between the school, parents, and the community. In addition, an interactive web site will be established so that information can be easily accessed. These feedback mechanisms, combined with rigorous data collection on both grant processes and student achievement, will foster continuous improvement. Belton ISD has adopted a continuous improvement process known as CARA. We Collect data, Analyze the data, Reflect on the data, and then we Act on what we have learned.

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Texas Title I Priority Schools Grant

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program

Both Belton ISD and the New Tech Network will engage in a formative evaluation process throughout the three-year implementation of grant activities. Multiple sources of data may include test scores, observations and performance evidence. Identifying instructional practices to support the priority goals includes assessing the effectiveness of current practices and exploring other successful practices that might support achieving a greater impact on student learning. The third element, identifying the professional development needed to expand teachers' repertoire to include the new instructional practices offers opportunity to capitalize on current successful teaching practices as well as incorporating job embedded professional development structures such as lesson demonstration, teacher observation to share expertise, co-instructional coaching, and mentoring.

Formative Evaluation Processes	
Data Analysis	Teachers analyze multiple sources of student data such as; standardized and publisher tests, formative assessments, student observation, and examining student work. Through this comprehensive "study" they determine a targeted priority for improvement and/or intervention (Schmoker1996, Reeves 2006).
Instructional Planning	Teachers identify the current instructional needs, based on the data analysis, and make an Instructional Plan to improve student performance. This Plan is aimed at improving student achievement in the identified targeted priority (Joyce and Showers 2002).
Professional Development	Teachers determine the gap in their current repertoire, to direct and support instruction aligned with the instructional priority. They use this information to build their professional development plan. Implementation of the PD Plan includes monitoring student progress and making adaptations in the instructional process, based on student progress (Renyi 1999).

The results of the formative evaluation measures will be used to analyze progress on grant activities by comparing the results to the established Critical Success Factors (CSFs) and the annual performance goals. The Grant Management Team will monitor the progress toward meeting the CSFs and the performance goals, and will make adjustments and improvements as needed. The formative evaluations will also be used as sources of data for the required quarterly reports.

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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

Belton ISD will comply with the requirements of any evaluation of the program required by the TEA. Results from this Project will be made broadly available through conference presentations, practitioners' magazines and peer-reviewed journals. Possible outlets for dissemination include *Educational Leadership*, *Technology and Teacher Education*, and the *Interdisciplinary Journal of Problem-based Learning*.

The Grant Management Team and the stakeholders will be involved in an ongoing evaluation process that provides the needed data to determine progress and to provide direction for enhanced effectiveness. All levels of stakeholders will be involved throughout the evaluation process in a transparent fashion. The evaluation process will be facilitated by clear and effective communications. Status reports and formative feedback will be submitted regularly. The evaluation reports will document and assess the effectiveness of the project clear and concise communications that can be understood by all stakeholders. Qualitative as well as quantitative metrics will be developed and implemented by the Grant Management Team. A rigorous evaluation design will be employed to address both the process and products of the Project, not only to quantify results, but to explore the factors that explain why. A wide range of techniques to gather information from a variety of sources will triangulate the data for validity and reliability. Measures for each of the objectives are listed as Annual Performance Measures. In addition to assessing progress on each of the performance measures, the project's processes will be assessed through observation of project meetings, frequent phone calls, and interviews with key stakeholders.

How will data be disaggregated?

The backbone of the summative evaluation will be a **quasi-experimental study** that meets the What Works Clearinghouse evidence standards. Students enrolled at Waskow New Tech High School(treatment group) will be matched with students from Belton High School (control group) within the District. Students will be matched by previous achievement on the state assessments, SES, and demographics. Differences in the achievement will be measured annually by the state assessment, TAKS, and the state end of course exams, STAAR. Data are collected into the District's *Eduphoria Aware* data management system. The system provides a powerful data disaggregation tool that allows users to filter data from the district level to the teacher and student level. The system also holds specific data on individual student intervention strategies including progress monitoring tools.

How will data be used to improve instruction?

Data will be disaggregated by objective allowing for appropriate assignment to specific interventions in the Response to Intervention framework already established by the District. Teachers will engage in data analysis on a regular basis as part of their collaborative planning time. The smaller numbers of students at WNTHS will allow for all students to be monitored carefully and for instructional adjustments to be timely.

How will data be used to obtain continuous improvement results?

The District already uses a continuous improvement process call CARA. It is described fully in the next section. All campus leaders are held accountable to continuous improvement through monthly meetings, professional development sessions during the school year, and personal visits from District leadership. Site-Based Decision Making meetings provide a forum for reporting data and soliciting feedback from stakeholders. Data will be shared with the New Tech Network as professional development is being planned so that learning is targeted to weak areas of implementation.

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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

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

The goal-setting process is the most essential component of the eventual evaluation of this project. Belton I.S.D. has a long history of setting and meeting performance goals and as such, has decided to break the goal-setting process into two stages. Stage one is complete and the performance measures written during this stage are included with this application in Schedule #4C, Part 3. Stage two will be completed upon the notice this grant has been awarded.

In stage one of the goal-setting process, central office staff collaborated with different groups of stakeholders to ensure transparency and stakeholder buy-in. Input was gathered from the current Waskow principal, teachers, and staff, the LEA Decision-Making Team, curriculum department personnel, and the New Tech Network. WHS students participated in the process through their performance on various assessments: TAKS, SAT/ACT, TABE, local benchmark assessments, portfolio assessments and local course completion assessments. Students also provided informal input through verbal interviews conducted by the Director of Secondary Curriculum and Instruction and the principal to discuss and rate current programs such as science resources, student engagement levels and goal setting. Data were gathered on the current levels of performance in the following areas:

- academic performance
- data-driven instruction
- leadership effectiveness
- quantity and quality of learning time
- parent and community involvement
- school climate
- teacher effectiveness

Data in these areas were analyzed by the collaborative goal-setting team in the context of currently available resources and resources requested through this project and performance goals were written. Special attention was given to be sure the goals are specific, measurable, attainable, relevant, and timely. A draft version of the stage one goals was reviewed and revised by central office staff before given final approval and included in this application.

Teachers will strive to achieve the listed student achievement performance goals by writing their own collaborative team goals. The teacher teams will use the S.M.A.R.T. goal framework in their work. S.M.A.R.T. goals are specific, masurable, attainable, relevant, and timely. Richard and Becky Dufour (August 2008) have popularized the term, "S.M.A.R.T. Goals" in schools and districts throughout the United States. S.M.A.R.T. goals are the current standard used for goal-setting activities throughout Belton ISD.

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Texas Title I Priority Schools Grant

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

Stage two of the goal-setting process will begin upon the notice of award of this grant. In addition to input gathered from the current Waskow principal, teachers, and staff, curriculum department personnel, the New Tech Network and WHS students, Belton ISD will contract with an external evaluator, the Texas Center for Educational Technology (TCET). TCET has a long history of performing evaluations of grades K-12 educational programs at the local, state, and regional level. Currently TCET is evaluating several grants funded by the Texas Education Agency, including three T3 grants and a T-STEM Center, and another grant funded by the U.S. Department of Education. TCET evaluators proposed for this project are Dr. Lemoyne Dunn and Dr. Martha Peet. Both Dr. Dunn and Dr. Peet have a strong background in both qualitative and quantitative research methods. Dr. Peet will be the point of contact and lead evaluator for the contract. TCET will make recommendations for additional performance standards based on their independent analysis of the data. The recommendations will then be discussed with all stakeholders in a series of meetings in the fall of 2010. All additional performance measures will be submitted for approval by TEA before the February 1, 2011 deadline for the Model Selection Report allowed in the extended planning time implementation.

Note: In an effort to ensure the thoughtful and ultimately successful implementation of the New Tech transformation at Waskow, the extended planning time implementation option has been selected. Consequently, the annual performance goals listed on the subsequent pages do not have a performance target in year 1. This is because the 2010-2011 school year will be a planning year. Actual implementation of the Waskow New Tech High School will begin the following year, so student achievement goals are tied to that year. Some indicators may have measurable progress goals for year one, such as improving leadership or improving parent involvement.

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS	81%	83%	85%	90%
2	Improve Student Achievement in Mathematics	TAKS	67%	75%	80%	90%
3	Improve Student Achievement in Science	TAKS	74%	80%	85%	90%
4	Graduation Rate	AEIS	57%	80%	87%	95%
5	Attendance Rate	AEIS	79%	88%	90%	95%

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	Use Students’ Historical TAKS Data to build Intervention Plans for Struggling Students	TAKS Data	0	100% of Intervention Plans on File	100% of Intervention Plans on File	100% of Intervention Plans on File
2	Analyze Student Achievement Data with Teacher- Generated Interim Formative Assessments	Formative Assessments	0	3	6	10
3	Use Formative Assessment Data to Drive Instruction	Team planning session minutes	0	Discuss student assessment data after all assessments	Discuss student assessment data after all assessments	Discuss student assessment data after all assessments
4	Student Proficiency in 21 st Century Skills (Creativity, Problem Solving)	Performance-Based (Rubric scores of 1-5)	0%	75% Score 4+	80% Score 4+	90% Score 4+
5	Students’ Transition Knowledge and Skills from School to College	Pre-Post Test	0%	70%	80%	90%

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Leadership Effectiveness as measured by annual survey. Percent positive response	Annual Survey	0%	80%	85%	90%
2	Faculty knowledge of PBL implementation.	Self Assessment	0%	85%	90%	95%
3	Increase staff collaboration. Percent of effective collaboration.	Annual Survey	0%	80%	85%	90%
4	Use of a continuous improvement process. Percent responding "routine use."	Annual Survey	0%	80%	85%	90%
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Student Learning Time	School Schedule	290 minutes of instruction	375 min.	375 min.	375 min.
2	Increase quality learning time through project-based instructional design.	Student survey of engagement	0%	70%	80%	90%
3						
4						
5						

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of business/community members evaluating projects	Checklist	0	10	15	25
2	Parent Knowledge of College Costs and Financial Aid	Pre/Post Tests	0%	70%	80%	90%
3	Number of business partners for job-shadowing experiences	Checklist	0	10	20	30
4	Number of business partners for internship experiences	Checklist	0	10	20	30
5	Develop comprehensive communications plan	Plan posted to web site	0	1	1	1

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 engagement. Percent responding "school is interesting and worthwhile"	Annual Survey	0%	70%	80%	90%
2	Decrease Discipline Referrals, Percent Reduction from baseline	PEIMS	23	5%	10%	15%
3	Increase numbers of students in UIL extra-curricular activities. Percent participating	Participation Records	0	15%	25%	30%
4	Increase student community service hours. Percent reaching 10 hours per year	Participation Logs	0%	50%	75%	90%
5						

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of Teachers Recruited to Teach at Waskow New Tech	Personnel Records	0	6	8	10
2	Implementation of Project-Based Learning, Percent Proficient	New Tech Teacher Success Rubric	0%	70%	80%	90%
3	Develop a locally-designed appraisal instrument to improve teacher quality and student growth	Locally-Designed Appraisal Instrument	0	1	1	1
4	Create a Teacher-Incentive Pay Plan to Recruit and Retain Highly Qualified Teachers	Locally-Developed Pay Plan	0	100% teachers earn award	100% teachers earn award	100% teachers earn award
5	Dismissal Rates of Teachers Not Meeting Goals of Growth Plan	PDAS	0%	100%	100%	100%

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	Development of Rubric for Hiring Teachers (Goal: One Rubric)	Locally Developed Rubric	0	1	1	1
2						
3						
4						
5						

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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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Texas Title I Priority Schools Grant

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

Barrier: Drug-Related Activities (cont.)

D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input 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
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~~NOVEMBER 2, 2010~~
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	\$ 1,658,381	\$ 111,102	\$	\$ 1,769,483
Professional and Contracted Services	5C	6200	\$500,000	\$30,000		\$530,000
Supplies and Materials	5D	6300	\$510,017			\$510,017
Other Operating Costs	5E	6400	\$119,500			\$119,500
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	\$71,000			\$71,000
Total Direct Costs			\$ 2,858,898	\$ 141,102		\$ 3,000,000
Indirect Costs						

Grand Total						
Total Budgeted Costs:			\$ 2,858,898	\$ 141,102	\$	\$ 3,000,000

Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						\$ 3,000,000
Multiply by .05 (5% limit)						X 0.05
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 150,000

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Texas Title I Priority Schools Grant
Schedule #5—Program Budget Summary

Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.

Year 1: SY 2010-2011 \$1,370,133

Year 2: SY 2011-2012 \$ 827,115*

Year 3: SY 2012-2013 \$ 802,752*

* 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

Overseeing the grant will be a District Shepherd, a 33.33% position whose responsibility will be ensuring the efficient and successful implementation of the transformation as well as supervising the correct and timely filing of all required reports by the campus-based Project Director. The Project Director and Principal will be hired to begin work January 3, 2011, with the District Shepherd beginning February 1st. The instructional facilitators and curriculum writer would be hired in March of 2011, all in preparation for opening the transformed Waskow High School (WHS) in August of 2011. A technology facilitator would be hire in July 2011. With a one-to-one technology component, the technology facilitator and technician would be responsible for a seamless meshing of technology and instruction on the campus as well as maintaining all equipment, including netbooks purchased for each student. It is anticipated the enrollment at WHS will start at 150 students in 2011-2012 and grow to about 350 students in 2013-2014 and the netbook purchases, with 10% replacements each year, span the three years of the grant. The curriculum writer would be instrumental in developing locally relevant project-based curriculum that encompasses more than one content area. These lessons would complement the lessons provided by the New Tech Network. A graduation coach would be added for 2012-2013 and be responsible for early identification of any struggling students, providing guidance for those students, and closely monitoring the progress of the struggling learners. The graduation coach and instructional facilitator will coordinate the efforts of the part-time tutors. Tutors will be phased in as the school grows – two tutors in 2011 – 2012, three in 2012 – 2013, and four in 2013 – 2014. The New Tech Network and TCET will be paid for providing subcontracted services using a total of \$530,000 over the 3-year period.

To attract the best staff possible, teachers and instructional staff will be provided up to a \$4,000 sign-on bonus (all current staff will have to reapply for their current positions) in August of 2011 and receive up to a \$3,000 bonus each of the next three years based on student growth on state assessments. Support staff will receive up to \$1,500 in sign-on bonuses and be eligible for up to \$1,000 in performance incentives.

Additional technology purchases, including LCD projectors, ceiling mounts, document cameras, and interactive "slates" have been included to bring each classroom to 21st century standards. Carts or other means to store and charge netbooks, wireless capability for all locations on the campus, an advanced computer lab with server, and advanced media equipment have been included to further strengthen the technological capabilities of the school. Money has been budgeted for the purchase of various software licenses, including Microsoft Office, video editing software, and several instructional software licenses with additional money budgeted for future software purchases as the need arises.

Project-based learning requires the purchase of extensive supplies, most of which cannot be identified until the curriculum is more closely planned. Over the three years of the grant, \$77,617 has been budgeted to purchase these diverse supplies which could range from high-tech electronic components to building materials such as lumber. Science materials, including computer based data collection equipment, is allocated \$40,000 over the life of the grant.

The principal and staff will attend training in the New Tech model that is only available outside the State of Texas at a total cost of \$50,000. An additional \$40,000 has been budgeted for in-state travel to Assessment and Professional Learning Communities training offered by Solution Tree as well as in-state New Tech training. Funds totaling \$2,000 are budgeted for use in outreach and recruitment activities prior to the opening of WNTHS in 2011-2012. Finally, \$27,500 has been budgeted for student transportation costs incurred by after school tutoring requiring an extra bus run an hour and a half after the last normal run.

Funds for this program will be used to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education rules, or local board policy may not be paid with these funds. State or local funds will not be decreased or diverted for other uses merely because of the availability of these funds. Belton ISD will maintain documentation which clearly demonstrates the supplementary nature of these funds.

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor	Core subject tutors		up to 4		\$ 76,950
Program Management and Administration						
4	District Shepherd (33.3% employee)	Work with Principal		1		\$111,102
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor	Graduation Coach	1			\$118,450
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: Technology Facilitator		1			\$188,850
23	Title: Technology Technician		1			\$ 79,591
24	Title: Curriculum Writer		1			\$212,885
25	Title: Project Director (work with Principal)		1			\$284,818
25	Title: Instructional Facilitator (work with teachers)		1			\$175,100
26	Subtotal Employee Costs				\$	1,247,746
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 9,000
28	6119	Professional Staff Extra-Duty Pay (including sign-on / incentive bonuses)				\$ 303,000
29	6121	Support Staff Extra-Duty Pay (sign-on / incentive bonuses)				\$ 13,500
30	6140	Employee Benefits				\$ 196,237
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$521,737
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$ 1,769,483

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Texas Title I Priority Schools Grant

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

	Expense Item Description	Pre-Award	Total Amount Budgeted
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.		\$	\$	\$
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

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

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

1. Description of Professional or Consulting Service (Topic/Purpose/Service):
 New Tech Network / Project-Based Learning Assistance / Technical Assistance, Staff Development, PeBL™ Learning Platform

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title:				
Subgrants, Subcontracts, Subcontracted Services		\$500,000		\$500,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 500,000	\$	\$ 500,000

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Texas Title I Priority Schools Grant

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

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

2. Description of Professional or Consulting Service (Topic/Purpose/Service):

External Evaluator / Aid in development of goals, data collection and analysis, and reporting / Grant Evaluation Services

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1		\$	
Title: Grant External Evaluator				
Subgrants, Subcontracts, Subcontracted Services		\$30,000		\$30,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 30,000	\$	\$ 30,000

3. Description of Professional or Consulting Service (Topic/Purpose/Service):

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

4. Description of Professional or Consulting Service (Topic/Purpose/Service):

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

Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:

		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		\$530,000		\$530,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		\$530,000		\$530,000

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Texas Title I Priority Schools Grant						
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized				\$	
	#	Type	Purpose	Quantity		
	1	Netbooks / Laptops / Accessories	One - to - One Computing / Added Staff laptops	386		
	2	LCD projectors	Display in classrooms	12		
	3	Stud./Teach Interact Slates	Student collaboration through teacher computer	40		
	4	Document Camera	Teacher presentation tool	12		
	5	Video cameras	Media capability	5		
	6	Still cameras	Media capability	5		
	7	Professional video cameras	Advanced media capability	2		
	8	Professional still cameras	Advanced media capability	2		
	9	Carts for netbook charging	Efficiently charge and store netbooks	12		
		Projector mounting kits	Mount LCD projectors to ceiling	12		
		Wireless Ports	Provide wireless access in all areas of building	15		
	Administrative phones	Phones for new personnel	6			
6399	Technology Software- Not Capitalized					\$ 74,300
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:						\$392,400
Remaining 6300- Supplies and Materials that do not require specific approval:						\$117,617
Grand Total					\$	\$510,017

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Texas Title I Priority Schools Grant					
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$	\$ 50,000
	Specify purpose: New Tech Training - not available in the State of Texas				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				\$ 27,500
	Specify purpose: Transportation for after-school tutoring which exceeds the normal school day				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)				
	Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization:				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:					\$77,500
Remaining 6400 - Other Operating Costs that do not require specific approval:					\$42,000
Grand Total				\$	\$119,500

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with <i>Darrell Becker</i> by telephone/e-mail/FAX on <u>9/13/10</u> by <i>ml</i> of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>014-903</u> County-District No. _____ Amendment No.
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**Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost
(15XX is for use by Charter Schools sponsored by a nonprofit organization)**

	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2	Server--To support the one-to-one computer initiative.	\$10,000	1		\$10,000
3					
4	Advanced Computing Lab --For student-created products using software and peripherals not available on student machines.	\$50,000	1		\$50,000
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	Adobe Creative Suite site license--special software for student use in the Advanced Computing Lab.	\$11,000	1		\$11,000
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:					\$71,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>014-903</u> 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	<u>014-903</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>014-903</u> 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	<u>014-903</u> County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

T. Subcontracting: Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.

U. Use of Consultants: Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.

V. Capital Outlay: If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>014-903</u> 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;
 2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>014-903</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	<u>014-903</u> County-District No.
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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>014-903</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>014-903</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>014-903</u> County-District No.
Texas Title I Priority Schools Grant		

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

Federal Program:		Name:	
1. Type of Federal Action <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	<hr/> 014-903
Texas Title I Priority Schools Grant		

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

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

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

TEXAS EDUCATION AGENCY
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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>014-903</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.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>014-903</u> County-District No.
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4. Highly Qualified:

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	Belton ISD LEA Name	014-903 County-District#
		Waskow High School Campus Name	005 Campus Number
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	1746000354 9-Digit Vendor ID#	12 ESC Region
		NOGA ID# (Assigned by TEA)	10-14-10 Date of Report

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Tier I and Tier II Model Selection and Description Report - TRANSFORMATION

Option 1 Timeline Due to TEA no later than August 31, 2010.
Option 2 Timeline Due to TEA no later than February 1, 2011.
May be submitted any time prior to deadline.

For each area, enter applicable information for the identified Critical Success Factor (CSF) and milestones from this table.

- 1 -- Improve Academic Performance
 - A. Data-driven instruction
 - B. Curriculum Alignment (both horizontal and vertical)
 - C. On-going Monitoring of Instruction
- 2 -- Increase the Use of Quality Data to Drive Instruction
 - A. Data Disaggregation /Training
 - B. Data-driven Decisions
 - C. On-going Communication
- 3 -- Increase Leadership Effectiveness
 - A. On-going Job Embedded Professional Development
 - B. Operational Flexibility
 - C. Resource/Data Utilization
- 4 -- Increase Learning Time
 - A. Flexible Scheduling
 - B. Instructionally-focused Calendar
 - C. Staff Collaborative Planning
- 5 -- Increase Parent/Community Involvement
 - A. Increased Opportunities for Input
 - B. Effective Communication
 - C. Accessible Community Services
- 6 -- Improve School Climate
 - A. Increased Attendance
 - B. Decreased Discipline Referrals
 - C. Increased Involvement in Extra/Co-Curricular Activities
- 7 -- Increase Teacher Quality
 - A. Locally Developed Appraisal Instruments
 - B. On-going Job Embedded Professional Development
 - C. Recruitment/Retention Strategies

Part 1: Identified Needs

List the local needs identified in each Milestone to be addressed by the Intervention Model selected as it relates to the Critical Success Factors (CSF).

1. Improve Academic Performance

Milestones	A	Low Student Achievement in all four core subjects, especially math and science
	B	Lack of cohesive instructional program
	C	Lack of instructional intensity and student engagement

2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Limited use of assessment data, particularly formative assessment data
	B	Instruction is not clearly focused on identified objectives
	C	Students and parents play little or no role in setting goals
3. Increase Leadership Effectiveness		
Milestones	A	Professional Development is not focused on developing instruction that is active and engaging
	B	School has not responded to changes in instruction as accountability standards have increased
	C	More efficient use of data to allocate resources is needed
4. Increase Learning Time		
Milestones	A	School day is too short
	B	Student learning time is not maximized with effective, engaging instruction
	C	Planning time lacks a focus on assessment data to drive instruction
5. Increase Parent / Community Involvement		
Milestones	A	Opportunities for parent involvement are few
	B	Lacking a plan for effective communication with parents and the community
	C	Students need opportunities to access community services as well as to serve others
6. Improve School Climate		
Milestones	A	Instruction lacks the element of engagement. Students are not motivated
	B	Attendance is low
	C	Students do not have opportunities to be involved in extra-curricular activities
7. Increase Teacher Quality		
Milestones	A	Lack of quality feedback to teachers to facilitate professional growth
	B	Professional development is not job-embedded
	C	Professional growth opportunities are needed to attract and retain high quality faculty
Other Identified Needs (not listed above)		
A		
B		

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	36%
Increase the Use of Quality Date to Drive Instruction	10%
Increase Leadership Effectiveness	13%
Increase Learning Time	3%
Increase Parent / Community Involvement	4%
Improve School Climate	5%
Increase Teacher Quality	25%
Other Remaining Costs	4%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. Note: Matching State or Local Funds are not required. If none, enter "0" on each line.	
Improve Academic Performance	0%
Increase the Use of Quality Date to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	100%
Increase Teacher Quality	0%
Other Remaining Costs	0%

Part 3: Intervention Model
<input checked="" type="checkbox"/> Transformation
<input type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center
<input checked="" type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE
<p>Intervention Description –Describe the intervention model selected and how it will be implemented consistent with the final regulations released by USDE for this grant program. Include all major activities of the model.</p> <p>Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p> <p>Complete the appropriate model pages below.</p>

Part 3: Intervention Description – TRANSFORMATION MODEL

Describe how the LEA/campus has/will address each of the following requirements of the model.

I. Develop and increase teacher and school leader effectiveness.

A. Replace the principal who led the school prior to commencement of the transformation model; or list when in the past two years the principal was replaced and describe the intervention in which the principal was replaced.

The current principal of Waskow High School has already been reassigned to another campus effective at the conclusion of the 2010-2011 school year. This position has been posted and a new principal will be recommended to the BISD Board of Trustees in December 2010.

B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

i. Take into account data on student growth (as defined below) 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 graduations rates; and

ii. Are designed and developed with teacher and principal involvement;

A new appraisal instrument will be developed in collaboration with the New Tech Network that includes input from both the principal and teachers and that takes into account data on student academic performance and growth. Utilizing administrator professional development on improved teacher supervision, growth plans will be developed for teachers in need of assistance. Careful documentation will be maintained on teachers put on growth plans so that if the objectives of the growth plan are not being met, sufficient evidence for termination or non-renewal is available. Both Belton ISD and the New Tech Network will work to build quality leaders at WNTHS. For the past 8 years, Belton ISD has been engaged in sustained efforts to increase leadership effectiveness. Each year, all BISD leaders participate in four days of professional development on a variety of topics such as curriculum and instruction, assessment and data, management, culture and climate, and technology. The New Tech Network will provide additional job-embedded professional development specifically designed for New Tech schools. The new principal of WNTHS will participate in an "in residence" experience whereby he or she will shadow a current New Tech principal as preparation for opening WNTHS.

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;

Objective 1.2 in our original application states: Recruit highly qualified teachers to teach high-need students through signing bonuses and opportunities for collaboration and leadership roles as measured by the number of teachers recruited to the project. Signing bonuses and opportunities for collaboration will begin during 2010-2011 with the allocation of funds to the project, with the agreement memorialized in teacher contracts and with the selection of teacher leaders. When Waskow New Tech High opens In 2011-2012, teachers and leaders will participate in Professional Learning Communities, Collaborative Learning Teams and New Tech Foundation professional development. The bonuses and collaboration will continue for the duration of the project. A new appraisal instrument will be developed in collaboration with the New Tech Network. Utilizing administrator professional development on improved teacher supervision, growth plans will be developed for teachers in need of assistance.

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 strategies; and

g and have the capacity to successfully

implement school reform

Objective 1.2 in our original application states: Increase teachers' capacity to engage students in challenging and rigorous curriculum and instruction in a project-based learning model through professional development, professional learning communities, and other instructional support as measured by the number of teachers demonstrating proficiency on the New Tech Network Teacher Success Rubric, DuFour, DuFour, Eaker, and Many's (2006) Professional Learning Community Continuum, and National Staff Development Council's Standards Assessment Inventory. Teachers will choose to teach at WNTHS. Prior to the opening of the school, all teaching positions will be open and current Waskow teachers must apply for the WNTHS positions. Once hired, New Tech teachers will engage in a rigorous program of professional development that will occur during the summer. Job-embedded professional development will occur during the school year supported by New Tech trainers. Periodically, all facilitators and the principal will attend regional Meeting of the Minds collaborative professional development sessions with facilitators from other New Tech schools.

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.

An incentive pay program would be used to reward teachers for gains in student achievement and/or individual student growth. Grade level teams would work with the Project Director and the Principal to write goals, which would serve as the criteria for the teacher awards. The New Tech Foundation will assist with the development of the criteria, which will include incentives tied to student academic growth, active participation in professional development, and evidence of growth as a teacher through a self-assessment process. Instructional facilitators and campus leadership will also be eligible for incentive pay based on overall campus improvement. Teachers and other instructional staff meeting the criteria would receive an annual award of \$5,000.

II. 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

Data will be disaggregated by objective allowing for appropriate assignment to specific interventions in the Response to Intervention framework already established by the District. Teachers will engage in data analysis on a regular basis as part of their collaborative planning time. The smaller numbers of students at WNTHS will allow for all students to be monitored carefully and for instructional adjustments to be timely.

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.

A foundational principle of project-based learning is high student engagement. WNTHS's teachers will use the PeBL (now Echo) system to design and facilitate rigorous, engaging lessons that will challenge students in all subject areas, but especially in reading/ELA and math. The curriculum is aligned both vertically and horizontally. A 1:1 student to computer ratio will provide additional options for individual instruction, student collaboration and engagement with the wider community. Instruction will be monitored by campus leadership through regular classroom walkthroughs using an instrument that promotes professional growth. New Tech students (often called "learners") have ownership over their own learning. Each unit of instruction (project) begins with students and teachers engaging in a formative assessment process where students identify their "need to knows" and then plan their learning according to the results of the assessment. The teacher uses this data to assist the student to plan learning experiences to gain the knowledge and skills necessary to successfully complete the project. Teachers ensure ongoing communication with both students and parents throughout the course of each unit of study. In addition, periodic assessments and benchmark tests will be used to ensure that students are mastering the knowledge and skills necessary to meet the requirements of both the TAKS tests as well as for graduation.

III. Increase learning time and create community-oriented schools.

A. Establish schedules and strategies that provide increased learning time (as defined below);

*Increased learning time means extending a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in school and out of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." *Educational Evaluation and Policy Analysis*, Vol. 29 (4), December 2007, Document No. PP07-121.) http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cqi/content/abstract/29/4/296*

In partnership With The New Tech Network, Waskow High School will offer a new, innovative approach to instruction. Project-based learning (PBL) is at the heart of the instructional approach. PBL uses technology and inquiry to engage students with issues and questions that are relevant to their lives. In New Tech classrooms, teachers design rigorous projects tied to state and district standards and customize them to their location and the interests of students. Students then work in teams to acquire and apply knowledge and skills to solve problems. The PBL approach fundamentally changes the role of teacher and student. Instead of traditional one-to-many instructors, teachers become facilitators and coaches who guide students to take charge of their own learning, invent their own solutions, and develop self-management techniques. New Tech provides ongoing training and support to ensure all teachers can become effective in this transformative approach to learning. Students become active learners who take responsibility to complete projects. They learn to handle long, complex tasks and manage their time. They are assessed on their skill in working in teams and creating products such as presentations, designs, plays, short stories, and prototypes. Students acquire not only subject-matter knowledge, but also the skills they need to thrive in college, career and life. Students have a level of responsibility similar to what they might experience in a professional work environment. Furthermore, students become accountable to their peers, taking individual responsibility to get work done. In this trusted, respectful environment, students decide how to allocate their time, learn team roles, and how to collaborate. All classrooms will have a one-to-one computing ratio. With access to Web-enabled computers, every student becomes a self-directed learner who no longer needs to rely primarily on teachers or textbooks for knowledge. Furthermore, students will have access to a distance learning lab that will enable them to connect via video conference to other learners across the globe. On a daily basis, we will increase learning time by extending the school day by 85 minutes a day.

B. Provide ongoing mechanisms for family and community engagement.

Objective 3.2 in the original application states: Increase students' and parents' knowledge of issues of the costs of college and financial aid and college application processes as measured by pre- and post-assessments. Parents express the need for processes and guidance to assist their students in applying to college, being accepted, accessing college funds and achieving college success. The grant funded Graduation Coach will work not only with students, but also with parents, becoming partners with them in preparing students for graduation and eventual enrollment in a post secondary institution. Because the Graduation Coach is in addition to the school's counselor, he or she will go beyond the role of the traditional school counselor by providing social-emotional and community-oriented services. The Graduation Coach will work closely with BISD's social worker to connect students to necessary community services and support for those who need it. In addition, the Graduation Coach will work with all students at Waskow New Tech High School on building resilience using the model developed by Dr. Ken Ginsburg, a noted expert in adolescent development.

IV. Provide 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;

Waskow New Tech High is designed for long-term success and based on good teaching and learning. It fits within and without the systems that already exist in BISD and promotes student learning for the 21st century. The Project has support from the Board and key stakeholders including parents, community and business leaders. It has been reviewed and approved by the District's Technology Planning Advisory Committee (Tech PAC). The Board began its consideration of one-to-one computing nearly eight years ago and supported technology upgrades to sustain the initiative. They offer 100% commitment to the program at Waskow far beyond the end of the grant period. A 13-cent tax ratification election yields about \$5 million annually in additional local funds allowing the District to maintain its financial stability, while other Texas districts have struggled with deficit budgets. The Tech PAC has included the one-to-one initiative as a top priority for 2010-2013. The Project is integrated with the District's goals, especially Goal 2, All campuses in Belton ISD will achieve success on the State's student achievement and quality of learning indicators to prepare all students to live, learn and lead in an ever-changing global economy. BISD's Internet bandwidth of 10 megabits coming from a gigabit fiber backbone provides reliable, high-speed connectivity. The system will support all campuses in the District as the Project is expanded. BISD has the ability to continue to develop and expand this Project as it designs and opens future schools.

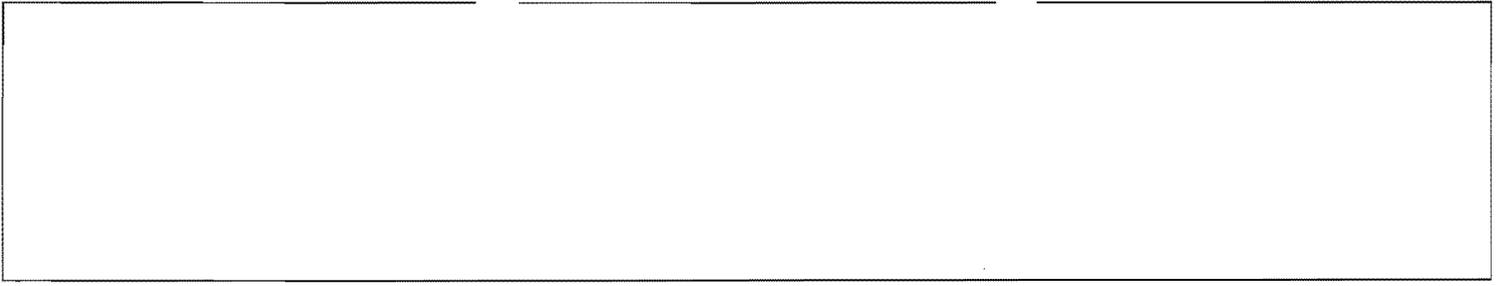
The New Tech Model for high school redesign is structured to be sustained over time. The agreement with the New Tech Foundation is for three years, during which time the leadership and faculty at WNTHS will receive extensive, job-embedded professional development, support through the online learning platform (the PeBL™ system), and assistance with evaluation of teacher effectiveness. In addition, because initial implementation costs payable to the New Tech Foundation will be funded through the TTIPS grant, the project will remain financially viable for the District. Belton ISD already invests approximately \$620,000 in local funds at WHS. Of that amount approximately \$500,000 is spent on the 13 professional staff that serve approximately 100 students. Those resources will be maintained, and as enrollment grows, expanded to meet the needs of students during and beyond the grant period.

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).

The Belton Independent School District will provide technical assistance and flexibility to Waskow New Tech High School in the following ways:

- **Designate a District Shepherd to oversee the grant and participate as a central office contact.**
- **Hold meetings regularly with the campus Project Director to review grant progress.**
- **File expenditure reports.**
- **Assist in evaluation components.**
- **Assist curriculum staff in arranging professional development.**
- **Allow flexibility to schedule campus staff development in lieu of district activities.**

The District Shepherd will maintain close communication with the Project Director and principal at WNTHS, including holding regularly scheduled weekly or semi-weekly meetings to ensure the effective implementation of all components of the New Tech model. With a direct line of communication to the Superintendent and other cabinet-level positions in the district, the District Shepherd will ensure efficient and timely LEA response to the needs of WNTHS. The District Shepherd will also provide support and feedback to the principal, Project Director, and teacher leaders when needed and take an active role in problem-solving with the campus. In addition, the Shepherd will facilitate the removal of any logistical barriers at the LEA level as well as assist in the replacement and recruitment of qualified staff. The District Shepherd will also attend all meetings and professional development sessions throughout the duration of the transformation process.



The LEA/campus may also implement other strategies within the four components. Describe any other strategies to be implemented. Enter "N/A" if a particular optional strategy is not to be implemented.

I. Develop and increase teacher and school leader effectiveness.

A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school

Described in I.C and I.D above.

B. Institute a system for measuring changes in instructional practices resulting from professional development;

N/A

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.

Belton ISD Human Resources will develop a process for hiring the teachers at Waskow New Tech High School. All current teachers at Waskow must reapply for their positions if they wish to remain. The newly hired principal will not be required to retain any current staff, nor will he/ or she be forced to take teachers from other campuses.

II. Comprehensive instructional reform strategies.

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;

The Project Director, the Principal, and consultants from the New Tech Network will collect data on the instruction that is occurring at the campus and will analyze the data and make decisions on the degree of fidelity of implementation. Additional student achievement data

B. Implement a schoolwide "response-to-intervention" model;

Belton ISD already has a well-defined Response to Intervention framework established in the District. We will continue to utilize the existing framework at Waskow New Tech High School.

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;

N/A

D. Use and integrate technology-based supports and interventions as part of the instructional program;

N/A

E. In secondary schools--

i. 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;

Dual credit courses will be offered to students at Waskow New Tech High School, including the opportunity enroll at the Texas Bioscience Institute.

ii. Improve student transition from middle to high school through summer transition programs or freshman academies;

N/A

iii. 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;

The problem-based learning instructional approach to be implemented at Waskow New Tech High School is a rigorous, highly engaging approach to teaching. As students are more engaged, their learning increases. Couple that with frequent monitoring of student learning through high quality formative assessments, and students' success rates will dramatically increase.

iv. Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

As a small high school that will reach capacity at approximately 400 students, the counselor and the graduation coach will be responsible for knowing every student well, and will serve as an early warning system to identify students who might be at risk of failing to achieve.

III. Increase learning time and create community-oriented schools.

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;

N/A

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;

Described in III.A above.

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;

N/A

Expand the school program to offer full-day kindergarten or pre-kindergarten.

N/A

IV. Provide operational flexibility and sustained support.

A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA;

N/A

B. Implement a per-pupil school-based budget formula that is weighted based on student needs.

N/A

Part 4: Activity Timeline – Describe the timeline delineating the steps the campus will take to implement the selected intervention model and additional improvement activities chosen.

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	Improve Student Achievement in Reading/ELA, Mathematics, Science and Social Studies through project-based learning	08/11	06/14
	B	Utilize ECHO (formerly PeBL™) system to design project-based learning units of study	08/11	06/14
	C	Monitor instruction through frequent walkthrough visits to classrooms	08/11	06/14
2	A	Utilize Eduphoria Aware to collect, disaggregate, and analyze data on student achievement	08/11	06/14
	B	Periodic assessments and benchmark tests given at regular intervals	08/11	06/14
	C	Involve students in setting goals for their own learning	08/11	06/14
3	A	Require job-embedded professional development for principal and teachers	04/11	06/14
	B	Provide principal with scheduling flexibility for master schedule.	08/11	06/14
	C	Principal and Project Director collect data on each of the 7 required grant activities	01/11	06/14
4	A	Increase the school day by at least one hour per day	08/11	06/14
	B	Provide frequent and timely feedback to students and parents	08/11	06/14
	C	Provide for daily collaborative planning time	08/11	06/14
5	A	Establish a Waskow New Tech High Business and Community Advisory Group	03/11	06/14
	B	Build an interactive WNTHS web site allowing for parent-teacher communication	10/11	06/14
	C	Maintain a Communities in Schools caseworker at WNTHS	08/11	06/14
6	A	Provide engaging, project-based instruction	08/11	06/14
	B	Decrease discipline referrals	08/11	06/14
	C	Provide for job-shadowing and internship experiences for students	08/11	06/14
7	A	Implement a locally developed appraisal instrument working with the New Tech Network	08/11	06/14
	B	Engage in collaboration with other New Tech teachers through Meeting of the Minds	09/11	06/14
	C	All faculty must choose to teach at Waskow New Tech through an application process	02/11	06/14

GRANT FUNDS WILL BE USED TO PAY ONLY FOR ACTIVITIES OCCURRING BETWEEN THE BEGINNING AND ENDING DATES OF THE GRANT AS SPECIFIED ON THE NOTICE OF GRANT AWARD.