

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY          Standard Application System          (SAS)</b>  <b>School Years 2010-2013</b>	<b>Positive Solutions Charter School</b> Organization Name <b>San Antonio Positive Solutions Inc.</b>	015-814 County-District#  001 Campus Number
		Campus Name 74-2676269 9-Digit Vendor ID# <b>105520017110054</b> NOGA ID# (Assigned by TEA)	20 ESC Region  Amendment #

**Texas Title I Priority Schools Grant**

**Schedule #1 - General Information**

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

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

**Project Beginning Date: 08/01/2010**

**Project Ending Date: 06/30/2013**

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

**Tier I**  **Tier II**  **Tier III**

**Part 1: Index to the Application**

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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input 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
Arturo	B.	Suarez	Superintendent
Phone	Fax	Email	Signature (Date Signed preferred)
(210) 299-1025	(210) 299-1055	asuarez@positivesolutionsinc.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.

**701-10-112-033**

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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 checked="" type="checkbox"/>	<b>Proof of Nonprofit Status</b>
	<b>Required for all open-enrollment charter schools sponsored by a nonprofit organization:</b> <b>Check box to indicate that proof of nonprofit status is attached.</b> (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)
2 <input checked="" type="checkbox"/>	<b>Assurance of Financial Stability</b>
	<b>Required for all independent school districts, open-enrollment charter schools, and education service centers:</b> <b>Check box to indicate assurance that audit requirements have been met.</b> 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"/>	<b>Assurance of Submittal of Reviewer Information Form</b>
	<b>Required for all applicants:</b> <b>Check box to indicate assurance that reviewer information form will be submitted.</b> All applicants are required to complete the Reviewer Information Form and to submit it online by <b>Thursday, May 6, 2010</b> . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)



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by telephone/e-mail/FAX on _____ by _____ of TEA.					<b>School Years 2010-2013</b>	
<b>Texas Title I Priority Schools Grant Schedule #1—General Information</b>						
<b>Part 3: Applicant Information</b>						
<b>Local Educational Agency (LEA) Information</b>						
LEA Name						
<b>Positive Solutions Inc.</b>						
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
1325 N. Flores, Suite 100				San Antonio	Texas	78212-4905
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code		NCES Identification Number
20		940123433		5F0B3		4800059
Campus Name					County-District Campus Number	
<b>Positive Solutions Charter School</b>						
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
1325 N. Flores, Suite 100				San Antonio	Texas	78212-4905
<b>Applicant Contacts</b>						
<b>Primary Contact</b>						
First Name		Initial	Last Name			Title
Pamela		M.	Solitaire			Federal Programs Director
Telephone		Fax		Email		
(210) 299-1025		(210) 299-1052		psolitaire@positivesolutionsinc.net		
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
1325 N. Flores, Suite 100				San Antonio	Texas	78212-4905
<b>Secondary Contact</b>						
First Name		Initial	Last Name			Title
Arturo		B.	Suarez			Superintendent
Telephone		Fax		E-mail		
(210) 299-1025		(210) 299-1052		asuarez@positivesolutionsinc.net		
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
1325 N. Flores, Suite 100				San Antonio	Texas	78212-4905



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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<br><input type="checkbox"/> Schedule #3—Purpose of Amendment<br><input type="checkbox"/> Schedule #4—Program Requirements<br><input type="checkbox"/> Schedule #4A—Program Abstract<br><input type="checkbox"/> Schedule #4B—Program Description<br><input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation<br><input type="checkbox"/> Schedule #4D—Equitable Access and Participation | <input type="checkbox"/> Schedule #5—Program Budget Summary<br><input type="checkbox"/> Schedule #5B—Payroll Costs 6100<br><input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200<br><input type="checkbox"/> Schedule #5D—Supplies and Materials 6300<br><input type="checkbox"/> Schedule #5E—Other Operating Costs 6400<br><input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
|---|--|
- Not Applicable.**  
**This is a new application.**

**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. **Not Applicable. This is a new application.**

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) <b>Not Applicable. This is a new application.</b>   |

**Part 4: Amendment Justification**

**Not Applicable. This is a new application**

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**Texas Title I Priority Schools Grant**

**Schedule #4—Program Summary and Application Requirements**

**Part 1: Grant Program Information;**

**Summary of Program: Purpose and Goals**

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 <b>turnaround model</b>, the campus <b>must</b> implement the following federal requirements.</p> <ol style="list-style-type: none"> <li>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;</li> <li>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"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ol> </li> <li>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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</li> <li>i. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ol>	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 <b>turnaround model</b> , the campus <b>may</b> implement the following federal requirements. <ol style="list-style-type: none"> <li>a. Any of the required and permissible activities under the transformation model; or</li> <li>b. A new school model (e.g., themed, dual language academy).</li> </ol>	Program Assurances
19	If the LEA/campus selects to implement the school <b>closure model</b> , the campus <b>must</b> implement the following requirement. <ol style="list-style-type: none"> <li>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.</li> <li>b. A grant for school closure is a one-year grant without the possibility of continued funding.</li> </ol>	Program Assurances
20	If the LEA/campus selects to implement the <b>restart model</b> , the campus <b>must</b> implement the following federal requirements. <ol style="list-style-type: none"> <li>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.</li> <li>b. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol>	Program Assurances
21	If the LEA/campus selects to implement the <b>transformation model</b> , the campus <b>must</b> implement the following federal requirements. <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.               <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--                   <ol style="list-style-type: none"> <li>(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</li> <li>(2) Are designed and developed with teacher and principal involvement;</li> </ol> </li> <li>(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;</li> <li>(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</li> </ol> </li> </ol>	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
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 <b>may</b> 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 <b>may</b> also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(B) Implement a school wide "response-to-intervention" model;</li> <li>(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;</li> <li>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</li> <li>(E) In secondary schools--             <ul style="list-style-type: none"> <li>(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;</li> <li>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</li> <li>(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</li> <li>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</li> </ul> </li> </ul>	Program Assurances
24	<p>An LEA <b>may</b> also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(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;</li> <li>(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</li> <li>(D) Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ul>	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 <b>may</b> 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"> <li>a. The Model Selection and Description Report must be submitted to TEA no later than <b>February 1, 2011</b>. 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"> <li>i. Comprehensive Needs Assessment process.</li> <li>ii. Establish the grant budget by the required categories.</li> <li>iii. Identification and Selection of the intervention model.</li> <li>iv. Development of activities to implement selected intervention model.</li> <li>v. Development of Timeline of Grant Activities.</li> </ol> </li> </ol>



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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 <b>transformation model</b>, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.           <ol style="list-style-type: none"> <li>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.</li> <li>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;</li> <li>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</li> <li>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"> <li>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</li> <li>2. Are designed and developed and with teacher and principal involvement</li> </ol> </li> </ol> </li> </ol>



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

**Part 4: TEA Program Assurances**

#	TEA Assurance Description
10	<p>2. Comprehensive instructional reform strategies.</p> <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>
11	<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>
12	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <p>(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;</p> <p>(B) Implement a school wide "response-to-intervention" model;</p> <p>(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;</p> <p>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</p> <p>(E) In secondary schools--</p> <p>(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;</p> <p>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</p> <p>(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</p> <p>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</p>



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

**Part 4: TEA Program Assurances**

#	TEA Assurance Description
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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</li> <li>D. Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ul>
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- <ul style="list-style-type: none"> <li>A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or</li> <li>B. Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ul>
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. <ul style="list-style-type: none"> <li>a. Number of minutes within the school year.</li> <li>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.</li> <li>c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)</li> <li>d. College enrollment rates. (High Schools Only)</li> <li>e. Teacher Attendance Rate</li> <li>f. Student Completion Rate</li> <li>g. Student Drop-Out Rate</li> <li>h. Locally developed competencies created to identify teacher strengths/weaknesses</li> <li>i. Types of support offered to teachers</li> <li>j. Types of on-going, job-embedded professional development for teachers</li> <li>k. Types of on-going, job-embedded professional development for administrators</li> <li>l. Strategies to increase parent/community involvement</li> <li>m. Strategies which increase student learning time</li> </ul>

**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).

**RFA PURPOSE:** Positive Solutions Charter School is a campus-wide Title I high school that is a PLA or "persistently low-achieving campus" that meets the TIPPSS Grant criteria set forth by the state as a Tier I campus and is among the lowest-achieving five percent of Title I campuses in improvement, corrective action, and restructuring, based on combined performance in reading/language arts and mathematics. It is also a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent for 2 consecutive years (2008 and 2007).

**RATIONALE:** Positive Solutions Charter School is an inner city high school in Stage 5, Year 2 of the school improvement process. The campus has a high priority need to serve its predominantly high at-risk Hispanic and economically disadvantaged student population with huge academic gaps in Reading/Language Arts, Math, and Science through credit recovery and accelerated learning in order to improve the graduation rates and empower students to seek post-secondary education. Students also have social support needs for job placement, day care, as well as college and career awareness. By providing adequate resources in order to substantially raise the achievement of the students, this effort shall enable the school to make AYP, adequate yearly progress, and exit improvement status. The transformation of the needed leadership will allow the campus to support the instructional process for students.

**INTERVENTION MODEL:** Positive Solutions Charter School's Campus Decision-making Team, in conjunction with the Campus Improvement Team and all other stakeholders such as parents, students, community, service providers, support staff, and school board selected the implementation of the **Transformation Model** as per TEA and NCLB requirements.

**PROGRAM SUMMARY:** The school seeks TIPPSS grant support to implement a Transformation Model that will draw new and more effective leadership, highly skilled and highly qualified teachers, provide comprehensive instructional reforms, create a student centered community-based school with extended learning time, operational flexibility, and sustained support using the *Accelerated Schools* and *Brain-X* research-based initiatives. The Goals are as follows:

- Develop and increase teacher and school leader effectiveness through replacement, coaching, training, and provide on-going, high quality, job-embedded professional development, retention and performance incentives.
- Implement research-based comprehensive instruction that is vertically aligned and uses student data to drive instruction for AYP attainment in Math, Science, ELA, and graduation rates.
- Creation of professional learning communities with teacher cadres that periodically review the implementation of the curriculum and that impact on student achievement for interventions and increased learning time.
- Continue initiated Accelerated Schools design to increase collaboration and increase outcomes with Brain X.
- Provide support through Supplementary Educational Services, and create a community oriented school with mechanisms for family and community engagement.
- Build operational flexibility and sustained support from TEA, SIRC, ESCs and external providers; such as, University of Virginia and University of Texas.
- Improve school climate and discipline with the continuation of Positive Behavior Support and community social services.
- Provide a Grant Project Manager for the on-going implementation of the Transformation Model.



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<b>Texas Title I Priority Schools Grant Schedule #4B--Program Description</b>															
<b>Part 1: Comprehensive Needs Assessment</b>															
<b>Section A: Campus Grade Levels</b>															
<b>Type of School</b>	<b>Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant</b>														
	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>Public School</b>															<b>0</b>
<b>Open-Enrollment Charter School</b>											<b>104</b>	<b>88</b>	<b>72</b>	<b>37</b>	<b>302</b>
<b>Total Students:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>104</b>	<b>88</b>	<b>72</b>	<b>37</b>	<b>302</b>
<b>Total Instructional Staff</b>														<b>12</b>	
<b>Total Support Staff</b>														<b>4</b>	
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>															
<b>1</b>	<b>Demographics:</b> Student Data Base, PEIMS Data, AEIS Data/Reports, Student Files, PID/PET, NCES Reports, AYP Data/ Reports, PBMS Data/Reports, Edit-Plus (+)														
<b>2</b>	<b>Student Achievement:</b> AEIS Data/Reports, AYP Data/Reports, Benchmark Test Results, SRI (Read 180) Results, Credit Recovery, Learning Opportunity, Weekly Reports, TABE Results, File Maker Pro Data, After School Attendance Reports, Time on Task Reports, Attendance Reports, PEIMS Data, CINA, and PBMS CIP														
<b>3</b>	<b>School Culture and Climate:</b> Parent Contact Sheets, Parent Sign-in Sheets, Discipline Referrals, Client Referral Sheets, Credits Earned Report, Parenting Class Sign in Sheets, School Surveys, Parent Surveys, Parent Phone Contacts, Tardy Slips														
<b>4</b>	<b>Staff Quality, Recruitment, and Retention:</b> Teachers' Certificates, Staff Development Log with Agendas and Sign-in Sheets, Mid-Term and Final Data (File Maker pro), Benchmark Test Results, Highly Qualified Report, Administrative Review of Personnel Records, PDAS, TAKS Results														
<b>5</b>	<b>Curriculum, Instruction, and Assessment:</b> AEIS Data/Reports, AYP Data/Reports, Benchmark Tests, TAKS Scores, SRI (Read 180), Credit Recovery, Weekly Reports, TABE Results, File Maker Pro Data, Learning Opportunity Survey, After School Attendance Reports, Time on Task Reports (Read 180 & Odyssey Ware), SES Reports														
<b>6</b>	<b>Family and Community Involvement:</b> Parent-Teacher Conference Forms, Parent Phone Contact Information, Tutorial Sign-In Sheets, Probation Contact Information, CCSD Applications/GED Enrollment, Parenting Class Enrollment, Learning Center Information, Scholarship Applications, ACCD Appointments/ Registrations, Leadership Conference Registrations, Health Fairs, and Surveys														
<b>7</b>	<b>School Context and Organization:</b> Student Data Base (File Maker Pro), Student and Staff Services, Master Schedule, Class Rosters, Instructional Course Rosters, Program Support Services, Organizational Chart														
<b>8</b>	<b>Technology:</b> Technology Plan, Star-Chart, Leadership Committee Meetings, Inventory, Staff Survey, Technology Contractor														
<b>9</b>															
<b>10</b>															



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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.**

Positive Solutions Charter high school conducted an intensive and comprehensive three year study of campus needs in eight critical areas in order to produce the Comprehensive Needs Assessment. The area components reviewed were demographics, student achievement, school culture and climate, staff quality, recruitment, and retention, curriculum instruction and assessment, family and community involvement, school context and organization, and technology. After the collaboration of all stakeholders, the CNA was reviewed and submitted to the Texas Education Agency as part of an (ARRA) audit review conducted at Positive Solutions Charter School..

The process involved all stake holders for the campus: administrators, teachers, support staff, technical providers, service providers, education specialists, parents, community service providers, and students. It involved forming multiple committees (8) that represented a cross section of our learning community for collecting data, analyzing data, providing open forums for review of multiple data sources, documents, disaggregation of data, data driven dialogue, and reflective thinking. After collectively reviewing the data for patterns and trends, a list of findings for both strengths and needs emerged for each component of data reviewed. A summary of needs was also developed for each component. Each committee was responsible for one component. The committees then came together collectively to share their findings. The CNA or comprehensive Needs Assessment was developed as per Education Code (TEC) Section 11.252(a) (1-2) and 11.253 through campus-level committees that assessed the academic achievement for each student in the school using the student achievement indicator system. Likewise, the school satisfied the federal requirement with the NCLB (No child Left Behind) Public Law 107-110, Section 1114 (B) (1) (A) that requires that a Title I school-wide program include a comprehensive needs assessment of the entire school, including the needs of migrant students, based on information that includes how students are meeting the state’s challenging academic content and achievement standards.

The results of the CNA were used to drive the district/campus improvement plan development, review process, and to set priorities for implementing the campus goals and objectives. These documents will now be reviewed as a pre-grant activity to insure that the needs of the campus and the requirements of the TTIPS Grant are aligned to support the students and meet the goals and objectives of the Transformation Model and research-based initiatives.



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 Schedule #4B—Program Description**

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**Comprehensive Needs Assessment Cont.**

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

<b>1</b>	Superintendent and Federal Programs Director
<b>2</b>	Principal and Teachers
<b>3</b>	Counselor, Student and Academic Coordinator
<b>4</b>	Support Staff
<b>5</b>	Education Specialists
<b>6</b>	Parents
<b>7</b>	Students
<b>8</b>	Community Representatives
<b>9</b>	Service Providers & ESC R20
<b>10</b>	Consultant

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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.

Positive Solutions Charter School is an inner city high school currently in Stage 5, Year 2 of the school improvement process effort. The campus met AYP last year and is making every effort to meet AYP and State standards this year. The school has been involved with NCLB required Corrective Actions, implementation of a Restructuring Plan, and launching of research-based initiatives funded through the SIP federal grant for school improvement. Funding has supported contracted services with Education Service Center Region 20, SIRC or School Improvement Resource Center, and Supplementary Education Service Providers. Resources also funded the research-based Accelerated Schools Model, Positive Behavior Services, math and science staff development efforts, interventions, and outside providers that worked directly with teachers and students. All efforts and funding supported the instructional development needs of very high at-risk students. The school has maintained an Academically Acceptable rating in spite of high mobility of students and a high need for credit recovery for meeting academic standards and graduation rates. The school has a high capacity to support new grant initiatives and continue efforts beyond the grant.

Positive Solutions Charter School is committed to fully and effectively implement the required activities of the Transformation Model. It is a campus-wide Title I school that receives State Compensatory funds, Title I funds, School Improvement Program funds, Idea B funds, and Federal and State ARRA funds. The school has a finance/budget office at the campus and administrative level as well as a Federal Programs Director. The campus has always demonstrated a capacity to administer multiple funding sources in order to provide its students the best opportunity for success. The school recently went through an official Charter School Financial Audit and met TEA requirements. The school has the full capacity to administer TTIPS grant funds fully and effectively for the required activities of the Transformation Model school improvement effort and to manage multiple funding sources for its continuous operation by supplementing efforts and not supplanting.



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**Texas Title I Priority Schools Grant  
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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).

**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.

Positive Solutions Charter School Leadership Team organized teams of teacher cadres that reviewed data and multiple documents of information for the development of a CNA or Comprehensive Needs Assessment for the campus. The Leadership Team attended meetings at Education Service Centers Region 13 and 20 as part of the dissemination of information for the grant.

The Leadership Team formed a Decision-Making Team with a cross section of campus stakeholders to review the requirements of the grant and consider the model that was the best match based on the summary of needs from the CNA. The Decision-Making team followed a formal process for review and decision-making:

- Reviewed the summary of findings and campus needs of the CNA
- Reviewed current District/Campus Improvement Plan, SIRC Campus Improvement Needs Assessment, and PBMS Continuous Improvement Plan
- Participated in a site visit with another charter school with similar demographics.
- Participated in on-line webinars provided by TEA
- Researched documentation of turnaround efforts
- Consulted with Superintendent and administrators
- Reviewed narrowing questions and requirements for each Intervention Model.
- Revisited the CNA and reviewed questions for viable options.
- Explored research-based initiatives for supporting instruction and increasing graduation rates, and college and career readiness
- Conducted strategic problem-solving collaboration with Leadership Team with issues of academic achievement, staffing, leadership, increased student learning time, parental involvement, school climate, and teacher quality.
- Recommended the Transformation Model to the Leadership Team
- The Leadership Team presented the Transformation Model to all stakeholders for review and consideration: administrators, teachers, parents, students, and community service providers.
- Input from all stakeholders on the requirements and assurances of the grant were reviewed for the design of the grant application
- A formal recommendation was presented to the school board prior to the submittal of the grant application for approval
- Collaboration was established with ESC 20 for grant support.



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**Part 2: Project Management Cont.**

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

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

Positive Solutions Charter School will revise the District/Campus Improvement Plan to reflect the Goals and Objectives of the Transformation Model. Campus administrators will revise the schedule of the school day to allow for Professional Learning Communities to emerge during the day structure for effective instructional planning and data-driven instructional practices. The campus will extend the traditional in-service days and as needed Saturday trainings for administrators and teachers related to grant activities. Student schedules will also be extended based on individual academic needs and graduation plan. The framework for Accelerated Schools will be used for meeting and leading through a Transformation Model and alignment of curriculum for college and career readiness.

The Grant Project Manager funded through the TTIPS and the Principal or Campus Instructional Leader, will direct, implement, and monitor the plan through the duration of the grant and will formally meet to oversee and evaluate the project with the Campus Leadership Team. Cadres of teachers will also be formed, as well as a Student Leadership Team that can provide on-going assessment of the implementation of project goals and objectives.

The Grant Project Manager will form collaborative networks with administrators and teachers for meeting and leading all initiatives of the grant. The Grant Project Manager will communicate directly with the Superintendent and will support the principal with all implementation and evaluation efforts of the grant. He/she will provide participants with multiple opportunities to interact, provide feedback, and determine if the project is being implemented in accordance to the plan and is meeting the goals and objectives of the grant. The staff and Grant Project Manager will work collaboratively to design, implement, and analyze the effectiveness of the TTIPS grant to include the following:

- Assist with data analysis and accountability and increase local data capacities to support instruction.
- Collaborate in the design of a principal and teacher evaluation system.
- Conduct surveys to determine the effect the Transformation Model has had on teacher practice.
- Ensure the planned activities of the grant are being communicated effectively and accurately to all district stakeholders.
- Oversee and manage grant activity timeline and complete required reports.
- Provide an annual evaluation of the project



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**Part 2: Project Management Cont.**

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

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

Positive Solutions Charter School is the only campus in our LEA. Resources received during each school year will be aligned to supplement services for school improvement initiatives. Partnerships and agreements are in place with programs that are district-wide or community-wide and that allow for a seamless integration of supplemental services to students.

Positive Solutions Charter School is a fully integrated school-wide campus under Title I. This designation provides great flexibility for the school to integrate funding from several funding sources to maximize student performance. The school is prepared to integrate the available funds from Title I, State Compensatory and other funds to achieve maximum success in achieving the goals and objectives under this grant. Title I funds, State Compensatory funds, Special Education funds, along with the TEA Title I Priority Schools Grant funding will enhance the instructional and leadership standards for the students to perform academically at the highest standard.

The activities in this grant reflect cost effectiveness, ensuring the most effective use of public resources and avoid duplication of services. The district business office is fully integrated in the grant administration process, maintaining fiduciary and financial responsibility for all grant activities, processing and maintaining grant accounting data, requesting funds through the automated payment request system, preparing and submitting expenditure reports in coordination with the grant personnel, and reporting accounting transactions properly. All resources are expended as per TEA requirements and codes and meet auditing procedure guidelines.



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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).

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

**GRANT PROJECT MANAGER:**

Growing our own leadership by selecting the Federal Programs Director as Grant Project Manager. She displays strong leadership qualities with good people skills and the determination to get things done.

- Knows curriculum systems and framework
- Establishes and communicates a clear vision
- Manages time and is organized
- Develops an effective professional development plan
- Knows quality/effective instruction
- Monitors and evaluates Systems
- Collects and assesses data to drive instruction
- Fosters collaboration
- Practices effective communication skills
- Establishes high performing learning culture and climate
- Identifies effective resources and staff
- Creates a community of leaders
- Enhances community and parental involvement
- Understands accountability requirements
- Develops an effective school-wide plan

The Grant Project Manager has extensive experience as Principal/Instructional Leader. She has been responsible for supervision of all staff to include financial, instructional, and educational support staff. Her job required that she provide all reporting requirements to the Texas Education Agency. She was also instrumental in the development of strategic planning for Positive Solutions Charter School. More recently, as Federal Programs Director, she maintains all records and requirements for federal program funding and delivery of services. She has also demonstrated abilities for building community resources for student services as well as building parental involvement. Her counseling background has also helped bridge the emotional support at-risk students need to overcome the daily obstacles they face.



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**Part 2: Project Management Cont.**

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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.

Positive Solutions Charter School will select a campus administrative leader that is currently the Federal Programs Director with the TTIPS grant funding to oversee all of the requirements of the grant and report directly to the Superintendent. The district will provide an office at the campus in a way that it enables her to monitor and support the responsibilities of the campus improvement effort through close collaboration with the principal and teachers. Meeting space will also be provided at the campus for any staff meetings. The TIPPS grant will also fund a new position for a grant secretary that will assist the Grant Project Manager to expedite all required reports and 90 Day Plans in a timely fashion. Administrator and Curriculum Coaches, funded through the grant, will also provide support to the Principal and Grant Project Manager.



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**Part 2: Project Management Cont.**

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

The utilization of the TTIPS Grant funding will enable the campus to replace existing leadership and instructional staff with higher caliber and highly qualified staff that will be predisposed to the Transformation Model and a high level of accountability. The opportunity to grow our leadership and our staff through comprehensive and intensive staff development will provide the backbone to a strong instructional process. A well trained staff can sustain and continue the school improvement effort. Systems developed through the grant for management and accountability will remain as part of the school's operational system. The framework of Accelerated Schools will also be fundamental to sustaining the meeting and leading process and the Brain X initiative will provide a more student centered approach to accelerating instruction. These efforts can be continued and sustained beyond the grant once the reforms are in place.

Curriculum development efforts and the infusion of best practices funded by the grant will be developed during the duration of the grant and sustained beyond grant funding as a major building block of the campus. Technology and Data Management systems that will be purchased through the grant are sustainable after the initial expenditure. The continued collaboration with the Educational Service Centers will also assist the campus to maintain the rigor and development acquired.

Community links of service support for students and parents will be established through the grant and can be continued. Structures of time with scheduled extended learning time and college/career readiness support can be sustained with a well defined instructional process that is aligned to college/career readiness. Once in place with this grant, the efforts are sustainable.



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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).

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

Positive Solutions Charter School will receive on-going and focused technical assistance and related support from the district and TEA approved external providers. The school will work directly with state approved external partners such as: SIRC, the School Improvement Resource Center at Education Service Center Region 13, the University of Virginia Turnaround Center, the Texas Turnaround Center, the University of Texas at Austin, the Texas Education Agency, and the Education Service Center Region 20. Positive Solutions Charter School will ensure that any and all external providers are highly qualified and experienced in their area of expertise. These educational agencies will provide the needed technical assistance support and training needed for a successful Transformation Model with the expanded Accelerated Schools process. The school will not have a need to recruit, screen, or select an external provider such as an EMO at this time to manage the campus since this campus is a single school within a district and met AYP improvement last year.



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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).

**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.

Opportunities for Site Visits will be encouraged for our high priority objectives:

1. Academic Achievement
2. Graduation Rates
3. Credit Recovery
4. Teacher Incentives
5. Evaluations and Performance Reviews

Teacher teams will be established in each area for site visits to schools in Texas with similar demographics that are obtaining the results the school wants to reach. The school administrators will research the sites and share the selected sites with the teacher teams. The teams will conduct the on-site visits and report the findings to the campus administrators and staff and will recommend successful practices for campus improvement and implementation of practices reviewed at other campuses.



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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.

**There is no lack of capacity.**



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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).

Positive Solutions Charter School Leadership Team organized teams of teacher cadres that reviewed data and multiple documents of information in eight strategic areas for the development of a CNA or Comprehensive Needs Assessment for the campus. The Leadership Team had multiple meetings at Education Service Centers Region 13 and 20 as part of the dissemination of information for the grant as part of the school improvement effort.

The Leadership Team formed and a Decision-Making Team with a cross section of campus stakeholders to review the requirements of the grant and consider the model that was the best match based on the summary of needs from the CNA. The Decision-Making team followed a formal process for review and decision-making:

- Reviewed the summary of findings and campus needs of the CNA
- Reviewed current District/Campus Improvement Plan, SIRC Campus Improvement Needs Assessment, and PBMS Continuous Improvement Plan
- Participated in a site visit with another charter school with similar demographics.
- Participated in on-line webinars provided by TEA
- Researched documentation of turnaround efforts
- Consulted with Superintendent and administrators
- Reviewed narrowing questions and requirements for each Intervention Model.
- Revisited the CNA or Comprehensive Needs Assessment and reviewed questions for viable options.
- Explored research-based initiatives for supporting instruction and increasing graduation rates.
- Strategic problem-solving collaboration with Leadership Team occurred with issues of academic achievement, staffing, leadership, increasing learning time, parental involvement, school climate, and teacher quality.
- Recommended the Transformation Model to the Leadership Team
- The Leadership Team presented to all stakeholders for review and consideration: administrators, teachers, parents, students, and community service providers.
- The collaboration timeline prepared by the Decision-Making Team included a presentation to the school board prior to the submittal of the grant application for approval.
- Input from all stakeholders on the requirements and assurances of the grant were reviewed for the design of the grant application.



- Collaboration was established with Education Service Center Region 20 for grant support.

The school established, through its collaborative efforts, that the Transformation Model is the best intervention model for the needs of the campus. The campus will follow the timeline for immediate implementation of grant activities so that staffing needs can be addressed and the Transformation Model implementation can be initiated.

### **Pre-Grant Work:**

- Review District/Campus Improvement Plan for possible revisions that reflect the Campus Needs Assessment and the Transformation Model Goals and Objectives
- Establish criteria for new Leadership Capacity
- Replace Principal with new Instructional Leader
- Select TTIPS Grant Project Manager
- Establish criteria for contracting new content-based Teachers
- Replace Math and ELA Teachers with Highly Qualified staff
- Identify and select State approved Education Agencies for Support
- Identify and select SIRC services and technical support
- Identify and select University partners for college readiness
- Identify and select Campus Providers for student support
- Identify and select research-based campus reforms for accelerating learning
- Establish district and campus network support for the Transformation Model
- Promote community support for Transformation Model
- Identify Community Partners for outreach Social Support and Job Placement
- Identify teacher and support staff leaders
- Develop job-embedded professional development plan for Year 1
- Identify and select Leadership Team to attend the Transformation Leadership Academy at the University of Virginia and subsequent required Leadership Training
- Establish budget projections for new initiatives
- Plan Summer Planning Academy for campus staff on Transformation Model
- Plan Curriculum Alignment Development
- Complete first 90 Day Action Plan

### **Fall I 2010**

- August Summer Planning Academy for all staff on Transformation Model
- August Job-Embedded Summer Staff /development
- District Snapshot
- Schedule parent meetings
- Contract for SIRC Technical Assistance
- Revise Campus Improvement Plan to reflect CNA and Transformation Model
- Implement school-wide PBS or Positive Behavior Support interventions
- Provide enhanced social support services such as job placement and child care
- Implement Learning Walks and collect data for professional development
- Conduct fall data conferences with teachers
- Administer benchmarks and determine student interventions
- Develop Principal and Teacher Evaluation Rubric



- Develop plan to recruit and retain quality staff
- Participate SIRC required Webinars and Podcasts
- Participate in Leadership Coaching
- Purchase AWARE data Management System and provide training
- Provide C-Scope curriculum 5E training and schedule rollout sessions for the year
- Plan Accelerated Schools Training
- Plan Brain X Training
- Conduct Site Visits of comparable campuses
- Establish structure for Professional Learning Communities
- Review progress toward goals in 90 day action plan

### **SPRING I 2011**

- Review behavioral data and PEIMS to analyze PBS implementation
- Begin on-line courses
- Implement targeted professional development based on classroom observation data and student data
- Conduct spring data conferences with teachers
- Schedule campus site visit
- Establish Principal/Leader Competency Review Process for developing leaders
- Develop Customized Performance Management System
- Campus Case Management Review by TTIPS staff
- Collect career choice data from students
- Develop plan for extended day summer school
- Review Graduation Plans
- Write next 90 day action plan

### **Summer I 2011**

- Attend Summer Transformation Training
- Implement extended day summer academies
- Review and revise professional development plans
- Review and revise needs assessment
- Revise master schedule for college/career readiness
- Develop plan for classroom interventions for PBS
- Analyze progress toward goals in previous 90 day action plans
- Attend NSDC Summer Conference
- Write new 90 day action plan
- August Summer Planning Academy: Year in Review of Transformation Model
- August Job-embedded professional staff development

### **Fall II 2011**

- Implement revised and updated professional development plan
- Implement classroom level PBS interventions
- Begin action research projects
- Implement college readiness and curriculum
- Continue on-line courses
- Establish college and university collaborative for dual credit



- Establish community links for work study credits
- Develop student portfolios
- Continue Learning Walks
- Continue Data-Driven PLCs
- Write new 90 day action plan

### **Spring II 2012**

- Continue on-line learning
- Teacher leaders collect data for Action Research projects
- Review behavior data to evaluate effectiveness of PBS interventions
- Write new 90 day action plan

### **Summer II 2012**

- Teacher leaders present initial findings on action research topics
- Conduct intense data review and process evaluation
- Attend summer seminar

### **Fall III 2012**

- Re-administer Campus Snapshot
- Continue Research-based Initiatives
- Implement revised and updated professional development plan
- Implement classroom level PBS interventions
- Begin action research projects
- Implement college/career readiness and curriculum
- Continue on-line courses
- Establish college and university collaborative for dual credit
- Establish community links for work study credits
- Develop student portfolios
- Continue Learning Walks
- Continue Data-Driven PLCs
- Write new 90 day action plan

### **Spring III 2013**

- Finalize action research projects
- Collect data for PBS evaluation
- Continue on-line learning
- Teacher leaders collect data for Action Research projects
- Review behavior data to evaluate effectiveness of PBS interventions
- Write new 90 day action plan

### **Summer III 2013**

- Present action research
- Conduct intense data review and process evaluation
- Create sustainability plan
- Continue practice of 90 day action plan



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**Texas Title I Priority Schools Grant  
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**Part 3: Intervention Model**

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

<b>1</b>	Campus Leadership Team
<b>2</b>	Grant Decision Making Team
<b>3</b>	Superintendent and Federal Programs Director
<b>4</b>	Teacher Cadres
<b>5</b>	Support Staff
<b>6</b>	Parents
<b>7</b>	Students
<b>8</b>	Service Providers
<b>9</b>	Community
<b>10</b>	School Board



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**Texas Title I Priority Schools Grant  
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**Part 3: Intervention Model**

**Section D: Improvement Activities and Timeline**

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

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

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

**Part 3: Intervention Model**

**Section D: Improvement Activities and Timeline (cont.)**

**Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A, 1C	Improve Student Achievement in Reading/ELA	Increase passing rates and graduation rates to meet standards and provide college readiness	Bacevich & Salinger(2006) Bremer, Clapper, & Dashler (2002), Graham & Perrin (2007)	8-2010	6-2013
1A, 1C	Improve Student Achievement in Mathematics	Increase passing rates and graduation rates to meet standards and provide college readiness	Strickland (2009) National Council for Teachers of Mathematics	8-2010	6-2013
1A, 1C	Improve Student Achievement in Science	Increase passing rates and graduation rates to meet standards and provide college readiness	Portz & Gaudet (2001) National Science Foundation on Research & Evaluation on Education	8-2010	6-2013
1A, 1B	Increase Credit Recovery Through Technology	Increase passing rates and graduation rates to meet standards and provide college readiness	Blackboard (2009), Doing What Works (2009), Watson & Gemin (2008)	8-2010	6-2013
1A, 1C	Increase Graduation Rate	Increase passing rates and graduation rates to meet standards and provide college readiness	Herlihy (2007), SEDL (v3, n2), Dynorski (2008)	10-2010	6-2013
1A, 1B	Increase College/Career Readiness	Establish student centered career development and college readiness	Bangser (2008), The Education Trust (2005)	10-2010	6-2013
1A, 1B	Create and utilize data-driven professional learning communities	Provide structure for data driven dialogue and strategic instructional decisions	Marzano (2003), National Center for Educational Research	9-2010	6-2013
1A, 1C	Use Accelerated Schools process for student centered learning	Provide structure for leadership and collaboration with all stakeholders	Hopfenberg & Levin (1993)	8-2010	6-2013
1B, 1C	Curriculum Alignment for College/Career Readiness	Align curriculum with student centered career development and college readiness	Adelman (1999), Greene & Winters (2005), English (2000)	10-2010	6-2013

Add additional pages as needed. (Changes made to original submitted application in red 8-2010)



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

**Part 3: Intervention Model**

**Section D: Improvement Activities and Timeline (cont.)**

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A, 2C	Purchase AWARE data integration system for data collection	Effective data collection and early warning system tool for at risk	Happen, Theriault (2008)	8-2010 8-2011 8-2012	9-2010 9-2011 9-2012
2A, 2C	Train administrators and staff on new AWARE system	Effective data management and disaggregation	Happen, Theriault (2008)	9-2010 9-2011 9-2012	2-2011 2-2012 2-2013
2A, 2C	Provide data disaggregation training	Effective instructional planning	Redding (2006), Bernhardt (2004)	8-2010 8-2011 8-2012	2-2011 2-2012 2-2013
2A, 2B	Revise and implement schedule to allow for data driven dialogue and strategic planning	Effective instructional planning	Getting Results (2007), Gunn (n.d.)	7-2010 7-2011 7-2012	6-2011 6-2012 6-2013
2A, 2C	Develop Accelerated School process with teacher cadres	Provide structure for leadership and collaboration on learning	Hopfenberg & Levin (1993)	9-2010 9-2011 9-2012	4-2011 4-2012 4-2013
2B, 2C	Increase quality of data and provide scheduled reviews	Effective data collection and early warning system tool for at risk	Happen, Therriault (2008)	8-2010	5-2013
2A, 2B	Establish and record teacher data review conferences	Effective data management and disaggregation	Getting Results (2007), Bernhardt (2004)	9-2010	5-2013
2A, 2B, 2C	Collect and record data from Learning Walks for improving instruction and planning staff development	Improve delivery of instruction and develop job-embedded staff development	Rissman, Miller, & Torgesen (2009)	9-2010	5-2013
2A, 2C	Select and employ Grant Project Manager for data collection and reporting	Establish and monitor accountability systems, collection of data, and reporting	MacMillan (2008), Ringo, Schweyer (2008)	7-2010	6-2013

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

**Part 3: Intervention Model**

**Section D: Improvement Activities and Timeline (cont.)**

**Critical Success Factor 3: Increase Leadership Effectiveness**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A, 3B,3C	Replace principal with new Instructional Leader for higher outcomes	Recruit needed instructional leadership for performance	Davis, Darling-Hammond (2005), Spencer (1991)	7-2010	6-2013
3B, 3C	Replace area content staff as needed for higher performance	Recruit highly skilled and highly qualified Teachers	Goe (2008), Fritz (2009)	7-2010	6-2013
3A, 3C	Establish and utilize an evaluation system for principal and teachers (administrators, teachers and all other support staff) based on performance outcomes.	Raise accountability and performance standards	Chait (2009), Mathers (2008)	9-2010	6-2013
3A, 3B, 3C	Establish and provide incentive system of accountability tied to performance and staff development	Raise accountability, leadership development, and performance standards and incentives	Goe (2009), National Comprehensive Center for Teacher Quality (2007)	7-2010	6-2013
3A, 3C	Provide coaching and mentoring for new principal and staff	Improve and grow campus leadership and provide support	Hargreaves & Fink (2006), Tharp & Gillmore (1988)	7-2010	6-2013
3B, 3C	Establish and use operational flexibility to principal for staffing, data systems, and budget	Empower leadership for decision-making on school operations	Ringo & Schweyer (2008)	7-2010	6-2013
3A, 3C	Participate in SIRC and Transformation Model Training	Implementation of Transformation Model	Aldridge& Goldman (2007), NCREL (2002)	8-2010	6-2013
3A,3C	Participate in Accelerated Schools Training	Implementation of Accelerated Schools process	Hopfenberg & Levin (1993)	8-2010	6-2013
3A, 3C	Participate in Brain X Training	Implementation of individualized instruction and accelerated learning	National Center for Technology Innovation (2009), Quint (2006), Lewolt (2008)	8-2010	6-2013

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**Part 3: Intervention Model**

**Section D: Improvement Activities and Timeline (cont.)**

**Critical Success Factor 4: Improve Learning Time**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A, 4B, 4C	Extend learning time for additional hours of intervention	High need for TAKS tutoring and credit recovery for graduation	Center for Comprehensive Reform, Frazier, Morrison, Fred-Fredrick (1998)	8-2010	6-2013
4A, 4B, 4C	Provide extended day support structures	High need for job credit, college awareness, credit recovery, and other community services	Center for Comprehensive Reform	8-2010	6-2013
4A, 4B, 4C	Provide student interventions	Academic support for moderate and high need students in ELA, Math and Science	Hamilton & Halverson (2009)	8-2010	6-2013
4A, 4B, 4C	Provide SES services to students	Academic support for moderate and high need students economically disadvantaged students in ELA, Math and Science	School Improvement Resource Center Requirement	9-2010	6-2013
4A, 4C	Provide PLCs for effective student planning	Structure for data-driven dialogue and effective planning	National Center for Research in Education	8-2010	6-2013
4B, 4C	Provide summer academies for students	Extend learning time for students	Center for Comprehensive Reform	6-2011 6-2012 6-2013	7-2011 7-2012 7-2013
4B, 4C	Provide technology accessible from school or home for credit recovery	Accessible technology for credit recovery & higher graduation rates	Center for Implementing Technology in Education Bransford (2000)	9-2010	6-2013
4C	Provide credit for distributive education (Career and Technology) program	Career and economic development for economically disadvantaged students	Bangser (2008)	10-2010	6-2013
4A, 4C	Extend dual credit system with local colleges and universities	College readiness and advancement for post secondary education	Bailey, Hughes, & Karp (2002), Education Commission on States (2008)	10-2010	6-2013

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**Schedule #4B—Program Description**

**Part 3: Intervention Model**

**Section D: Improvement Activities and Timeline (cont.)**

**Critical Success Factor 5: Increase Parent/Community Involvement**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A, 5B, 5C	Create and utilize calendar of scheduled parent meetings for the year	Build a community-based school	Bireda (2009), Blank (2003) (2006)	7-2010 7-2011 7-2012	6-2011 6-2012 6-2013
5A, 5B	Create and utilize a Parent Advisory team	Include parents in the decision-making	Communities in Schools	7-2010 7-2011 7-2012	6-2011 6-2012 6-2013
5B	Increase communication through counselors and student coordinator for student support	Conflict resolution and services support	O'Donnell (2008)	8-2010	6-2013
5B, 5C	Identify parent and student social support community agencies	Support structures needed for economically disadvantaged students	Grossman (2009)	9-2010	5-2013
5B, 5C	Create and support a community liaison position for on-going support	Establish a link of support and communication for a community-based school	Coalition for Community Schools	9-2010	5-2013
5A, 5B	Schedule parent meetings on student progress	Parent academic support for students	Children's Aide Society	9-2010 9-2011 9-2012	5-2011 5-2012 5-2013
5A, 5B	Provide timely information to parents on school improvement effort	Establish communication to parents on the implementation of the Transformation Model	Grossman (2009)	9-2010 9-2011 9-2012	5-2011 5-2012 5-2013
5A, 5B	Provide information to parents on college readiness on college night	Parental support for post secondary education	O'Donnell (2008)	9-2010 9-2011 9-2012	5-2011 5-2012 5-2013
5B, 5C	Provide services such as parenting classes and career and job placement	Support structures needed for economically disadvantaged students	Grossman (2009)	9-2010 9-2011 9-2012	5-2011 5-2012 5-2013

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**Section D: Improvement Activities and Timeline (cont.)**

**Critical Success Factor 6: Improve School Climate**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6B, 6C	Establish and utilize early detection system for at-risk	Reduce drop-out rates and promote higher graduation rates	Allensworth (2005) Heppen, Cummings & Therriault (2008)	8-2010	6-2013
6A, 6C	Increase attendance through community interventions	Outreach to improve attendance and support	Allensworth (2007)	8-2010	6-2013
6B, BC	Improve climate through Positive Behavior Services from ESC R20	Establish a uniform discipline plan and reduce discipline referrals	Kennelly & Monrad (2007)	8-2010	6-2013
6B, BC	Decrease discipline behavior through teacher training on PBS and diversity	Implement PBS strategies campus-wide to increase attendance and behavior	Kennelly & Monrad (2007)	8-2010	6-2013
6B, BC	Provide counseling sessions with parents	Increase social emotional support for higher academic gains	Duffy (2007)	8-2010	6-2013
6B, BC	Establish and coordinate an open door policy with student coordinators and principal	Increase communication with students	Har-Robins & Shambaugh (2009)	8-2010	6-2013
6A, 6C	Increase extra curricular activities that are relevant to student needs	Extend learning to real world curriculum such as career awareness	Duffy (2007)	10-2010	6-2013
6B, BC	Build individualized student data profiles	Build student centered accelerated instructional plans	Quint (2006)	8-2010	6-2013
6A, 6C	Conduct On-Site visits of schools with similar demographics and needs	Collect new ideas for problem-solving	Institute of Education Science Practice Guide (2008)	10-2010	4-2013

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**Schedule #4B—Program Description**

**Part 3: Intervention Model**

**Section D: Improvement Activities and Timeline (cont.)**

**Critical Success Factor 7: Increase Teacher Quality**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A, 7C	Replace teacher content area staff based on performance outcomes	Improve teacher quality and accountability for increased performance	Guarino & Santibanez (2006)	7-2010	6-2013
7A, 7B	Identify and coach teacher leaders and mentors	Grow campus leadership through proven lead teachers	Imazeki (2009) Coggshall (2009)	7-2010	6-2013
7A, 7B, 7C	Create and use teacher evaluation rubric	Evaluate teachers on instruction and performance	Goe & Little (2008) Danielson & McGreal (2000)	9-2010	6-2013
7A, 7B, 7C	Establish and use a competency review process	Evaluate teachers and administrators on instruction and performance	Goe & Croft (2009), National Comprehensive Center for Teacher Quality	9-2010	6-2013
7A, 7C	Establish and practice recruitment and retention strategies	Improve teacher quality and accountability with built in incentives	Guarino (2006)	9-2010	6-2013
7A, 7C	Recruit only Highly Qualified staff for all content areas	Improve teacher quality and accountability	National Comprehensive Center for Teacher Quality	7-2010	6-2013
7B	Teacher leaders participate in Transformation Model Training	Grow campus leadership	Goe (2008)	8-2010	6-2013
7C	Provide incentives to teachers tied to staff development efforts and academic performance	Improve teacher quality and accountability	Cecr.edgov.guides Vigdor (2008)	8-2010	6-2013
7A, 7B, 7C	Establish and record Learning Walks, debriefs, and monitoring of Trans-formation Model	Improve implementation of effective instruction	Rissman, Miller, Torgesen (2009)	8-2010	6-2013

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**Part 3: Intervention Model**

**Section D: Other Improvement Activities and Timeline (cont.)**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7C	Hire Principal and select Grant Project Manager	To grow campus leadership and be a link for continued leadership if principal should leave	Behrstock & Clifford (2009), Coggshall (2009)	7-2010	6-2013
3A	Select and provide for SIRC services and technical support	External provider support	School Improvement Resource Center	8-2010	6-2013
5B, 5C	Select and participate with college and university partners for college readiness and dual credit	External community link for support	Hassel & Hassel (2005), Education Commission on States (2008)	10-2010	6-2013
5B, 5C	Select and provide campus providers for student support	Educational support for students	National Charter School Authorizers (2005)	9-2010	6-2013
5C	Select and provide community partners for outreach social support	Provide social services to students	Hassel & Hassel (2005)	9-2010	6-2013
2B	Develop 90 day Plan for Transformation Model	Implementation of the Transformation Model	University of Virginia School Transformation Model	8-2010 8-2011 8-2012	7-2011 7-2012 7-2013
3A,3B	Develop and use job-embedded staff development plan annually	Teacher development and support	National Staff Development council (2001)	7-2010	6-2013
3A	Summer Planning Academy for staff on Transformation Model	Training for implementation of Grant activities	Goldring & Huff (2007), University of Virginia Transformation Model	7-2010	7-2013
4A, 4B	Establish and follow schedule for benchmarks and data reviews	Collect formative data and drive instructional decisions	Redding (2006)	8-2010	6-2013

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**Texas Title I Priority Schools Grant  
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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 School wide 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 on-going monitoring of grant activities to ensure continuous improvement

Positive Solutions Charter School will provide on-going monitoring and continuous improvement of the Transformation Model through oversight from central office, Grant Project Manager, Principal/Instructional Leader, and Teacher Leadership. Support staff, parents, students, and service providers will also be involved with the monitoring of the implementation as part of the school improvement effort. The Texas, Education Agency, School Improvement Resource Center at Region 13, Education Service Center Region 20, and University of Virginia will also be an integral part of the monitoring process on the Transformation Model through school visits.

Central office will work with the Grant Project Manager and Principal/Instructional Leader to ensure the requirements of the grant are implemented according to the timeline. The Principal/Instructional Leader and Grant Project Manager will implement and monitor all activities of the grant and will establish Professional Learning Communities for teacher engagement on continuous improvement of student outcomes. They will monitor teachers through Learning Walks and Data Driven Dialogue. Their observations will be debriefed with teachers individually and at-large and will be used for developing job-embedded staff development. Cadres of teacher leaders will be identified to develop an evaluation system and criteria for leadership development. These systems will be monitored by the Instructional Leader and Grant Project Manager throughout the year and will culminate with a final review process for accountability on performance. State agencies and universities will review the transformation process and critical Campus Needs Assessment, District/Campus Improvement Plan, and 90 Day Plan. They will also review the campus quarterly on the Seven Critical Success Factors. A parent advisory Team and Student Advisory Team will be formed to communicate, review and monitor the grant process for implementation. Support staff, parents and teachers will be given opportunities to provide input through scheduled meetings and surveys.

The campus-wide effort for implementing the Transformation Model will create dual roles with teachers as leaders in order to effectively implement the process. The campus will monitor teacher and school leader effectiveness, comprehensive instructional reforms, increase learning time and create a community oriented school, and provide operational flexibility and sustained support. Through these collective monitoring efforts, the campus will have sustained and continuous improvement.



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**Schedule #4C—Performance Assessment and Evaluation**

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

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

Positive Solutions Charter School will participate in a formative evaluation in multiple areas of the TTIPS Grant. The evaluation of teachers and school leaders will be completed through scheduled Learning Walks throughout the year, teacher and administrator interviews, data conferences, and documentation of the evaluation process. Both the principal and teachers will receive a formative evaluation review based on the activities implemented from the grant, participation in staff development, and student performance. Findings will be used to further develop teachers and school leaders.

Formative evaluations for comprehensive instructional reform will be conducted through review of lesson plans, skill checks, time on task weekly reports, credit recovery data, six weeks exams, mid term exams, final exams, benchmark exams, and TAKS tests. All student data will be reviewed on an on-going basis through the Professional Learning Communities and individual teacher data conferences. Data driven dialogue will be used to drive strategic decisions for instruction, interventions, and progress. The focus of all of the data reviews will target the increased performance of English Language Arts, Math, Science, and Graduation Rates. These on-going reviews of performance will be tied to teacher accountability for learning and incentives.

Formative evaluations for principal and teacher staff development participation will be conducted through agendas, sign-in sheets, teacher evaluations, and journals. The participation in staff development that may include Saturday sessions will be tied to the incentive for teachers.

Increased learning time will be evaluated through student schedules, student records, time on task reports, credit recovery records, and student graduation plans. The creation of a community centered school will be evaluated through parent schedules, agendas, and sign-ins. The extended learning time and community support will provide an increase in enrollment, attendance and graduation rate.

Documentation of operational flexibility with budgets will be evident with budget allocations. Retention of staff and dismissal will be tied to performance measures. All instruction will be reviewed through formative and summative measures. All sustained support to the campus will be documented throughout the implementation. The information will then be used to provide feedback for continuous improvement.



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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 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

Positive Solutions Charter will utilize both qualitative and quantitative data collection methods through the work of the TTIPS grant Transformation Model. At the campus level, data collection will be facilitated with AWARE, a new upgraded system for data collection that can be accessed by administrators and staff in order to facilitate more current data in a timely manner. Data collected through current document and data systems as well as surveys used for the Comprehensive Needs Assessment will also be utilized. In addition, the Grant Project Manager will keep detailed records for all research-based initiatives and staff development by using sign-in sheets and questionnaires to record quality, type, and content of specific activities. Specific student achievement level data will be monitored by the Principal/Instructional Leader and Grant Project Manager. This data includes benchmarks, TAKS Assessment results, credit recovery, attendance, discipline referrals, promotion/retention rates, graduation plans, and student grades. Formative evaluation measures will be reviewed every six weeks which align with the district grading periods. Finally, the campus will evaluate requests and suggestions to make needed adjustments to the on-going program, as well as utilize on-site observations which provide on-going monitoring of project implementation and impact. On-going Professional Learning Communities will disaggregate the data and engage in data driven dialogue to improve instruction and obtain continuous improvement results. The performance targets will effectively assess how well the campus is progressing toward reaching the stated program goals and objectives.

The Grant Project Manager and Principal/Instructional Leader will access student record data bases for outcome measures, reporting of student achievement, TAKS assessment data, attendance, student disciplinary data, student grades, district promotion/retention data, and other performance measures. Project components will be evaluated to determine quality, type, and benefit of each component using a balance of structured and open-ended responses. A formal evaluation of the Grant Project will be conducted by an independent evaluator. Additional analysis and evaluation required by the Texas Education Agency will also be completed.



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**Schedule # 4C—Performance Assessment and Evaluation**

**Part 2: Process for Development of Performance Goals**

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

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

Positive Solutions Charter School Leadership Team organized teams of teacher cadres that reviewed data and multiple documents of information in eight strategic areas for the development of a CNA or Comprehensive Needs Assessment for the campus.

The Leadership Team formed with a cross section of campus stakeholders to review the requirements of the grant and consider the Goals and Objectives that were in line with the campus needs and the requirements of the TTIPS Grant as follows:

- Reviewed the summary of findings and campus needs of the CNA
- Reviewed current District/Campus Improvement Plan, SIRC Campus Improvement Needs Assessment, and PBMS Continuous Improvement Plan
- Reviewed researched documentation of turnaround efforts from the Decision-making Team
- Consulted with Superintendent and administrators on Critical Success Factors
- Reviewed grant specifications for Transformation Model
- Explored research-based initiatives and activities for supporting instruction and increasing graduation rates.
- Strategic problem-solving collaboration with Cadres of Teachers occurred with issues of academic achievement, leadership, increasing learning time, parental involvement, school climate, and teacher quality.
- The Leadership Team presented the final Goals and Objectives to all stakeholders for review and consideration: administrators, teachers, parents, students, and community service providers.
- Input from all stakeholders on the requirements and assurances of the grant were reviewed for the design of the Goals and objectives.
- Collaboration was established with Education Service Center Region 20 for grant support.

The school established, through its collaborative efforts that the Transformation Model is the best intervention model for the needs of the campus and that the Goals and Objectives are aligned to the requirements of the grant and the needs of the campus. The campus will follow the timeline for immediate implementation of grant activities so that staffing needs can be addressed and the Transformation Model implementation can be initiated. The campus will revise their District/Campus plan to reflect the Goals and Objectives of the campus-wide Transformation Model. The Goals and Objectives developed were as follows:



## **GOALS AND OBJECTIVES:**

- 1. Increase academic performance in Reading, Math, Science and Graduation Rates to meet AYP and State standards.**
  - Promote data-driven instruction through professional learning communities and adjustments in scheduling for time that allows for data driven dialogue and active research.
  - Create horizontal and vertical alignment of curriculum that is research-based and connects with support for credit recovery and college readiness.
  - Use Brain X to individualize instruction and accelerate learning through clearly identified needs
  - Establish on-going monitoring of instruction through scheduled learning walks, teacher debriefs, data conferences, and review of student progress through portfolios and student data profiles.
- 2. Increase the use of quality data to drive instruction.**
  - Establish an effective data collection system such as AWARE in order to increase the quality of information available within critical timelines for more effective decision-making.
  - Provide data disaggregation training for on-going data driven decisions
  - Establish structured time for data-driven dialogue and on-going communication for increasing student learning and performance.
  - Continue efforts with Accelerated School process for needed structures
- 3. Increase leadership effectiveness in administrators and teachers.**
  - Establish systems of accountability for leadership and staff that are tied to performance outcomes or replacement
  - Provide incentives for retention and performance
  - Provide coaching and mentoring support for new principal and staff.
  - Provide on-going job embedded professional development tied to the leadership and instructional needs of the campus.
  - Establish operational flexibility to principal for hiring or firing teachers based on results-based evaluations, training and access to data system and resources for increasing hands-on monitoring of student progress and teacher outcomes, and budget flexibility to enable the principal to bring needed resources to the campus in a timely manner.
  - Select Grant Project Manager
- 4. Increase learning time in order to accelerate the learning process for students and teachers**
  - Provide an extended schedule based on State required attendance and student academic needs.
  - Extend the learning time through extended day support structures, summer academies, and use of technology-based instruction that can be accessed from home.
  - Provide student support interventions for TAKS through tutorials and SES services.
- 5. Increase parent and community involvement for increasing school efforts and student parental support.**
  - Increase opportunities for input through scheduled parent meetings and Parent Leadership Team
  - Increase effective communication through counselors and student coordinator for student support.
  - Identify and provide information on accessible community services for students for day care, job placement, and college readiness
- 6. Improve school climate through Positive Behavior Services**
  - Increase attendance rates through a community liaison
  - Create an early detection system for at-risk
  - Decrease discipline behavior through teacher training on PBS and Diversity, counseling sessions with parents and students, and student coordinator open door policy
  - Increase extra curricular activities for students that support college readiness and career paths
- 7. Increase leadership and teacher quality**
  - Establish a principal and teacher evaluation system
  - Establish recruitment and retention strategies
  - Provide annual performance reviews
  - Provide incentives to principal and staff tied to professional development and performance
  - Promote Highly qualified staff for all content areas
  - Participate in Transformation Leadership Institute
  - Build teacher leaders
  - Provide training on the Transformational Model
  - Provide job-embedded staff development



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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 Results	62%	72%	82%	92%
2	Improve Student Achievement in Mathematics	TAKS Results	16%	31%	41%	65%
3	Improve Student Achievement in Science	TAKS Results	15%	30%	45%	60%
4	Improve Graduation Rates	TAKS Results	10%	27%	44%	61%
5						

**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	The percent of staff members receiving AWARE data system training	Sign-in	0%	13/18 75 72%	15/18 85 83%	17/18 95 94%
2	The percent of staff members receiving benchmark reviews	Meeting Records	12/16 80 75%	14/16 90 88%	15/16 95 94%	16/16 100%
3	The percent of teachers receiving data review conferences	Meeting Records	6/12 80 50%	9/12 85 75%	11/12 90 92%	12/12 95 100%
4	The percent of students receiving targeted interventions	Student Records	70% 140 students	60% 120 students	50% 100 students	40% 80 students
5	The percent of students attending Summer Academies	Student Attendance Records	30% (60 students)	25% 50 students	20% 40 students	15% 30 students



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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	The percent of administrators and staff receiving Transformation Training	Staff Development Records	0%	24/24 100%	25/25 100%	25/25 100%
2	The percent of administrators and staff receiving evaluations and performance reviews	Evaluation & Performance Review Documentation	12/24 50%	85% 24/24 100%	90% 25/25 100%	95% 25/25 100%
3	The number of administrators and staff coached	Coaching phone records & sign-ins	0	5	5	5
4	The percent of teachers staff attending job-embedded staff development	Sign-in Rosters	75%	20/24 100% 85%	25/25 100%	25/25 100%
5	The percent of teachers staff eligible to receive incentives for performance	Payroll	0%	24/24 100%	25/25 100%	25/25 100%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	The total number of days for staff development	Sign-in Rosters	15 days	27 days	27 days	27 days
2	The total number of hours for teacher planning time	Schedule	20 hours	90 hours	90 hours	90 hours
3	The total number of hours of student extended learning time	Schedule	144 hours	<del>300+</del> 180 hours	300+ 200 hours	300+ 220 hours
4	The total number of hours for student Summer Academies	Schedule & attendance	84 hours	84 hours	84 hours	84 hours
5	Time on task with technology systems for accelerated learning	Internal Monitoring Systems	62 hours average	72 hours 15% Increase	83 hours 15% Increase	95 hours 15% Increase



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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	The total number of parents receiving leadership training	Sign-in Rosters	0	5 3	5 6	5- 9
2	The percentage increase in parent attendance at meetings	Schedules	20%	Increase by 15%	Increase by 15%	Increase by 15%
3	The number of community providers	Letter of Confirmation	5	8	11	14
4	The number of college & university providers	Letter of Confirmation	2	5	7	9
5						

**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	The percent of students showing improvement in school day attendance	Attendance Records	80%	85%	90 87%	90%
2	The percent reduction in student referrals	Student Coordinator Records	20% of students	20% reduction (8)	20% reduction (6)	20% reduction (5)
3	The total number of staff members receiving training on PBS Positive Behavior Interventions and Supports (PBIS)	Sign-in	5	10- 13	15 13	20 13
4	The percent of skill check implementation for PBS-Positive Behavior Interventions and Supports (PBIS)	Checklist	10%	50%	75%	90%
5	The number of leadership trainings for students	Schedules and sign-in rosters	1	6	6	6



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**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of teacher replacements/retentions	Evaluations & Performance Reviews	1/11 6/12	5/7 5/13	3/9 4/13	2/10 3/13
2	Number of Highly Qualified staff	HQ Report	100%	100%	100%	100%
3	Number of performance reviews	Performance Review Doc.	0%	100%	100%	100%
4	Number of teacher evaluations	Evaluation Instrument	9	9 13	9 13	9 13
5	Number of teachers participating in job-embedded staff development	Sign-in Rosters	12 100%	13 100%	13 100%	13 100%

**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	The number of Learning Walks by administrators and teachers	Learning Walk Classroom Observations	72	<del>108</del> 120	<del>108</del> 150	<del>108</del> 180
2						
3						
4						
5						

1	Customized Performance Management System	Principal & teacher performance management	15,000			
2	75 Classroom Computers	Computers for classroom use	90,000			
3	API Curriculum up-grade	Credit Recovery Curriculum	45,000			
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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**Texas Title I Priority Schools Grant**

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

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

**Barrier: Drug-Related Activities (cont.)**

D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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**Schedule # 4D--Equitable Access and Participation: Barriers and Strategies**

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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by telephone/e-mail/FAX on _____ by _____ of TEA.			School Years 2010-2013  Amendment No. _____	
<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Shortage of Qualified Personnel</b>				
<b>#</b>	<b>Strategies for Shortage of Qualified Personnel</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>				
<b>#</b>	<b>Strategies for Lack of Knowledge regarding Program Benefits</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
<b>Barrier: Lack of Transportation to Program Activities</b>				
<b>#</b>	<b>Strategies for Lack of Transportation to Program Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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"/>
<b>Barrier: Other Barrier</b>				
<b>#</b>	<b>Strategies for Other Barrier</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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**

<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A	<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>
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**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	\$1,624,013	\$ 76,650	\$ 0	\$1,700,663
Professional and Contracted Services	5C	6200	726,533	0	0	726,533
Supplies and Materials	5D	6300	377,804	0	0	377,804
Other Operating Costs	5E	6400	195,000	0	0	195,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	0	0	0	0
Total Direct Costs			2,923,350	76,650	0	3,000,000
% Indirect Costs				0	0	0

<b>Grand Total</b>						
Total Budgeted Costs:			\$ 2, 923,350	\$ 76,650	\$ 0	\$3,000,000

<b>Administrative Cost Calculation</b>	
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	\$3,000,000
Multiply by .0255 ( % limit)	X .0255
Enter Maximum Allowable for Administration, including Indirect Costs	\$ 76,650

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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 \$1,000,000  
 Year 2: SY 2011-2012 \$1,000,000 \*  
 Year 3: SY 2012-2013 \$1,000,000 \*

\* 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 #48—Program Description: Waiver Requests or not.

**Provide an necessary explanation or justification of budgeted costs:**

**Breakdown of Total Grant Funds Budget:**

\$3,000,000 over three year period with \$1,000,000 for 2010-2011 school year, \$1,000,000 for 2011-2012 school year, \$1,000,000 for 2012-2013 school year.

**6100 Payroll Costs:**

Include salary for District Sheppard at 50%, Grant Project Manager Secretary, Student Career Coach, and Computer Technician. Staff Recruitment/Retention Incentives and Performance Incentives, Mentoring Teachers stipend, Lead Teacher stipend, Extra-Duty Pay, and Substitute Pay are also included in the 6100 Payroll Costs.

**6200 Professional and Contracted Services:**

Costs include fees for Accelerated Schools, Administrative Staff, Positive Behavior Services, Curriculum and Instruction Coach, Administrative Leadership Coach, Math, Science, and ELA Curriculum Specialists, Targeted Professional Development Days, Student Motivational Training, Technology Services Contract, Student Social Services Support, Customized Performance Management System, C-SCOPE Curriculum, and Independent Grant Evaluation.

**6300 Supplies and Material Costs:**

Include BRAIN X Software, AWARE Software, API Curriculum Upgrade, Odyssey Ware Upgrade, File Maker Pro up grade, (75) student classroom computers (25 classroom computers per each year to integrate technology into the curriculum), and general supplies.

**6400 Other Operating Costs:**

Include attendance at LEA Personnel Participation in District Institute Travel, attendance to the Summer Team Training, and attendance to the National Staff development Council Summer Conference, off-site travel, and student travel.

**6600 Capital Outlay- Capitalized Assets Regardless of Unit Cost---N/A**

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5B - Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
<b>Instruction</b>						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
<b>Program Management and Administration</b>						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	Secretary to assist District Sheppard	1			76,650
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
<b>Auxiliary</b>						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title:	Technology Technician to assist with technology operations	1			76,650
23	Title:	Career Coach to promote partnerships with community agencies	1			76,650
24	Title:	District Sheppard at 50% dedicated to TT1PG and 50% dedicated to oversee other School Federal and State Grants including compliance and reporting		1		112,500
25	Title:	Professional and Support Staff Incentive Rewards for (Recruitment and Retention) The school wants to provide a recruitment incentive award to attract and hire the most highly qualified staff members and also reward them with a retention incentive so that staff turnover can be reduced.				321,000
26	Title:	Professional and Support Staff Incentive Rewards for (Student Performance) The Performance Incentive Awards based on locally developed criteria: increase in test scores, graduation rate, student attendance, Job embedded professional development, Professional Learning Communities attendance and participation. Employees receive a % of total incentive award based on % of performance criteria achieved. Ex: 95%-100% performance achieved earns 100% of performance Incentive Award, 90% to 94% performance achieved earns 95% of performance incentive award etc...of the performance incentive award for the year.				720,000
26	<b>Subtotal Employee Costs</b>				\$	<b>\$1,383,450</b>
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay			\$	\$ 27,705
28	6119	Professional Staff Extra-Duty Pay (for teacher mentoring, TT1PG Leadership Teacher, Saturday staff development days, or additional work duty days )				65,000
29	6121	Support Staff Extra-Duty Pay (for Saturday staff development days, or additional work duty days )				15,205
30	6140	Employee Benefits \$63,934 allocated for each year				209,303
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>				\$	<b>\$ 317,213</b>
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				\$	<b>\$1,700,663</b>



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**Texas Title I Priority Schools Grant**

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

Expense Item Description		Pre-Award	Total Amount Budgeted
621	Audit Costs (other than audits required under OMB Circular A-133)		
2	<del>██████████</del> For audit costs other than audits required under OMB Circular A-133	\$	\$ 60,000
626	Rental or Lease of Buildings, Space in Buildings, or Land		0
9	<del>██████████</del>		
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)		0
9	<del>██████████</del>		
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)		0
9	<del>██████████</del>		

**6200 - Professional and Contracted Services Cost Requiring Specific Approval**      0      \$60,000

**Professional and Consulting Services (6210/6239) Less than \$10,000**

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	<b>Positive Behavior Services</b> "credentials, certification, resumes for consultants will be available upon TEA request"	\$ 4,500	\$	\$ 4,500
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

**Subtotal**      Professional and Consulting Services Less than \$10,000      \$ 0      \$ 4,500

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

**1. Description of Professional or Consulting Service (Topic/Purpose/Service):**  
 Leadership Coach and Curriculum and Instruction Coach for Grant Project Manager and Principal  
 "credentials, certification, resumes for consultants will be available upon TEA request"

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs			\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services			145,800		145,800
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (      %)					
<b>Total Payment:</b>			\$ 145,800	\$ 0	\$ 145,800

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>					
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>					
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Student Leadership & Motivational Training; 18 days at \$2,000/day "credentials, certification, resumes for consultants will be available upon TEA request"					
<b>Contractor's Cost Breakdown of Service to be Provided</b>		<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs			\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services			36,000		36,000
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (     %)					
<b>Total Payment:</b>			\$ 36,000	\$ 0	\$ 36,000
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Technology Service Contract to service classroom computers "credentials, certification, resumes for consultants will be available upon TEA request"					
<b>Contractor's Cost Breakdown of Service to be Provided</b>		<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs			\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services			45,000		45,000
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (     %)					
<b>Total Payment:</b>			\$ 45,000	\$ 0	\$ 45,000
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>					
<b>Contractor's Cost Breakdown of Service to be Provided</b>		<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs			\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (     %)					
<b>Total Payment:</b>			\$	\$	\$
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>			\$ 0	\$ 0	\$ 0
<del>Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:</del>					
<del>Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:</del>					
<del>Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:</del>					
<del>Remaining 6200- Professional and Contracted Services that do not require specific approval:</del>					
<b>Grand Total:</b>				<i>continued</i>	

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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.)**

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

Math, Science, and ELA Curriculum Specialists--on-site classroom technical support in subject areas  
 "credentials, certification, resumes for consultants will be available upon TEA request"

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services		97,200		97,200
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost ( %)				
<b>Total Payment:</b>		<b>\$ 97,200</b>	<b>\$ 0</b>	<b>97,200</b>

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

Job-embedded professional development 15 days @ 1,000 X 3 yrs. = 45 days  
 "credentials, certification, resumes for consultants will be available upon TEA request"

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services		45,000		45,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost ( %)				
<b>Total Payment:</b>		<b>\$ 45,000</b>	<b>\$ 0</b>	<b>\$45,000</b>

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

Student Social Services Support-----Provide social services support for students as needed  
 "credentials, certification, resumes for consultants will be available upon TEA request"

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services		54,000		54,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost ( %)				
<b>Total Payment:</b>		<b>\$ 54,000</b>	<b>\$ 0</b>	<b>\$54,000</b>

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>					
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>					
<b>8. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Independent Grant Evaluation "credentials, certification, resumes for consultants will be available upon TEA request"					
<b>Contractor's Cost Breakdown of Service to be Provided</b>		<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs			\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services			60,000		60,000
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost ( %)					
<b>Total Payment:</b>			<b>\$ 60,000</b>	<b>\$ 0</b>	<b>60,000</b>
<b>9. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> Payroll Costs Administration—ADMINISTAFF "credentials, certification, resumes for consultants will be available upon TEA request"					
<b>Contractor's Cost Breakdown of Service to be Provided</b>		<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs			\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services			86,033		86,033
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost ( %)					
<b>Total Payment:</b>			<b>\$ 86,033</b>	<b>\$ 0</b>	<b>\$86,033</b>
<b>10. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> C-SCOPE Curriculum—High Rigor standards, assessment benchmarks "credentials, certification, resumes for consultants will be available upon TEA request"					
<b>Contractor's Cost Breakdown of Service to be Provided</b>		<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs			\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services			18,000		18,000
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost ( %)					
<b>Total Payment:</b>			<b>\$ 18,000</b>	<b>\$ 0</b>	<b>18,000</b>

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

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

**11. Description of Professional or Consulting Service (Topic/Purpose/Service):**  
 Accelerated Schools---Empowerment of staff and committee structure  
 "credentials, certification, resumes for consultants will be available upon TEA request"

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services		60,000		60,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost ( %)				
<b>Total Payment:</b>		<b>\$ 60,000</b>	<b>\$ 0</b>	<b>60,000</b>

**12. Description of Professional or Consulting Service (Topic/Purpose/Service):**  
 Customized Performance Management System  
 "credentials, certification, resumes for consultants will be available upon TEA request"

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services		15,000		15,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost ( %)				
<b>Total Payment:</b>		<b>\$ 15,000</b>	<b>\$ 0</b>	<b>15,000</b>

**13. 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		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost ( %)				
<b>Total Payment:</b>		<b>\$ 0</b>	<b>\$ 0</b>	<b>0</b>

<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>	<b>\$ 662,033</b>	<b>\$ 0</b>	<b>662,033</b>
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:	\$60,000	0	\$60,000
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:	4,500	0	4,500
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:	662,033		662,033
Remaining 6200- Professional and Contracted Services that do not require specific approval:			
<b>Grand Total:</b>	<b>726,533</b>		<b>726,533</b>

(Revised on 9-2-10)



<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with <u>A. Suarez</u> by telephone, email, fax or <u>9-3-10</u> of TEA.		<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>		<u>015-814</u> County-District No.  Amendment No.	
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>					
Expense Item Description				Pre-Award	Total Budgeted
Technology Hardware- Not Capitalized					
	#	Type	Purpose	Quantity	
6399	1	75 Classroom Computers	Computers for classroom use (25 classroom computers per year to be used by students in the integration of technology with curriculum)	90,000	\$ 0
	2				\$90,000
	3				
	4				
	5				
6399	Technology Software- Not Capitalized: AWARE Data Management System, File Maker Pro, Odyssey Ware, Read 180, Brain X Software				0
6399	Supplies and Materials Associated with Advisory Council or Committee				111,000
<b>Total Supplies and Materials Requiring Specific Approval:</b>					<b>0</b>
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>					<b>176,804</b>
<b>Grand Total</b>				<b>\$ 0</b>	<b>\$377,804</b>

(Revised on 9-2-10)

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (Includes registration fees)				
	Specify purpose:	Attend summer Team Training & National Staff Development Council Summer Conference		\$	\$116,400
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				0
	Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)				0
	Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				15,000
	Specify purpose:	<u>Consultant of curricular instruction</u> (RW)			
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)				30,600
	Specify purpose:	Attend Summer Team Training, National Staff Development Council Summer Conference			
6429	Actual losses which could have been covered by permissible insurance				0
6490	Indemnification Compensation for Loss or Damage				0
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				0
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				0
	Specify name and purpose of organization:				
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				0
	Specify purpose:				
<b>Total 64XX- Operating Costs Requiring specific approval:</b>					<b>162,000</b>
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>					<b>33,000</b>
<b>Grand Total</b>				<b>\$</b>	<b>\$ 195,000</b>

See Memo  
Notes # 97

(Revised on 9-2-10)



<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<u>015-814</u> County-District No.  _____ Amendment No.
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**Texas Title I Priority Schools Grant**

**Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost  
(15XX is for use by Charter Schools sponsored by a nonprofit organization)**

	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1					
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
<b>66XX/15XX- Technology Software- Capitalized</b>					
12					
13					
14					
15					
16					
17					
18					
<b>66XX/15XX- Equipment and Furniture</b>					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.</b>					
29					0
<b>Total 6600/15XX- Capital Outlay Costs:</b>				<b>0</b>	<b>\$0</b>

**THIS DOES NOT APPLY.**



<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>015-814</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.



<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>015-814</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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.



<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>015-814</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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.



<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>015-814</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.



<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>015-814</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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;



<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b> <b>School Years 2010-2013</b>	015-814 <hr/> County-District No.
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**Texas Title I Priority Schools Grant**

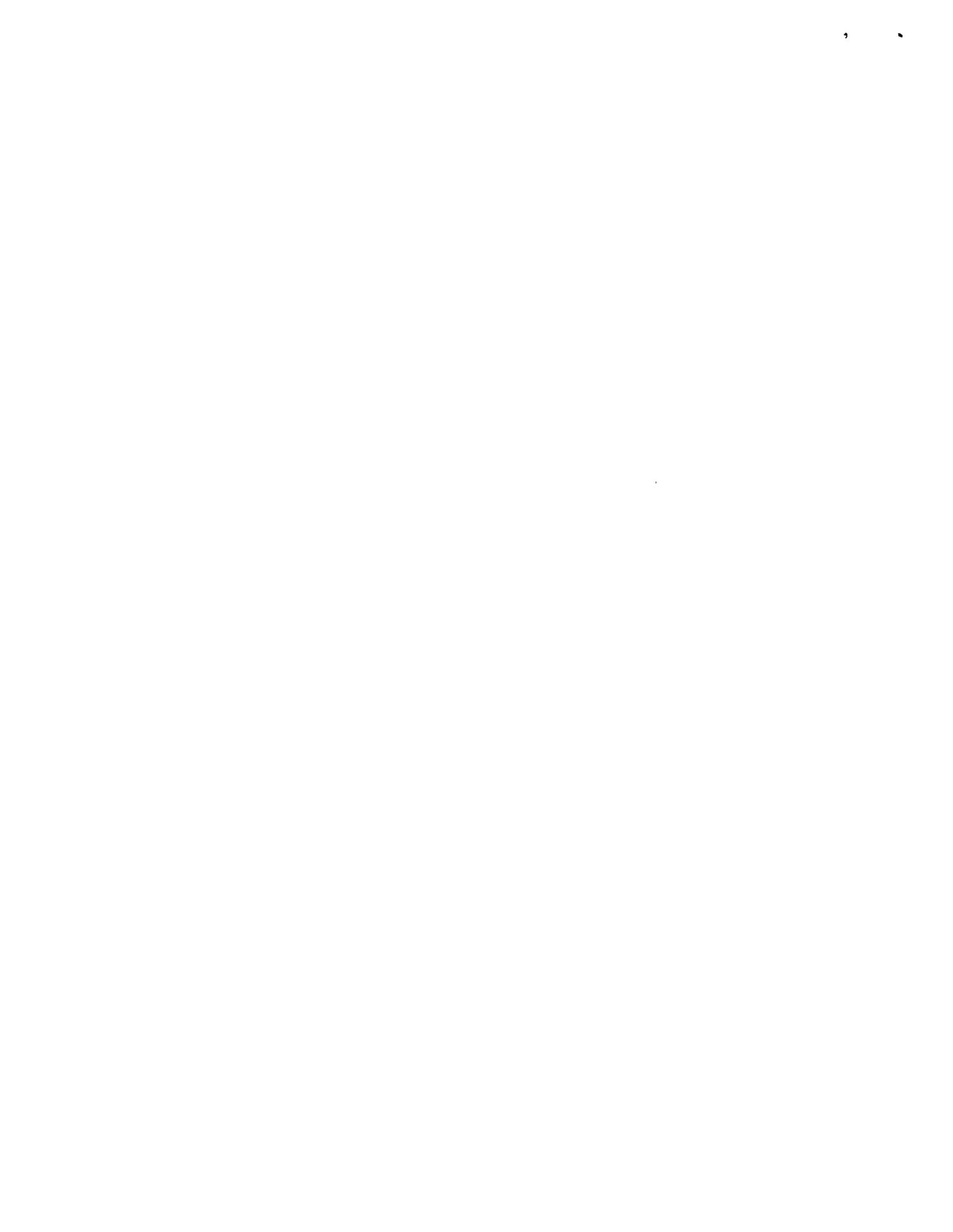
5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational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



<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>015-814</u> County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].

**EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.

**FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.

**GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.

**HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.

**II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.

**JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.

**KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.



<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>015-814</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.



<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>015-814</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.



<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federal grants regardless of the dollar amount	<u>015-814</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.



<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>015-814</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.



<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>015-814</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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



<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>015-814</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).



<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>015-814</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.



<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>015-814</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 an 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.



<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2013</b>	<u>015-814</u> County-District No.
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**Federal Statutory Requirements**

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



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

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



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individual students.

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



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

**Statutory Program Assurances**

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

**TEA Program Assurances**

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



<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with	<b>TEXAS EDUCATION AGENCY          Standard Application System          (SAS)</b>  <b>School Years 2010-2013</b>	<b>San Antonio Positive Solutions Charter School</b>	015-814
		LEA Name	County-District#
by telephone/e-mail/FAX on _____ by _____ of TEA.		San Antonio Positive Solutions High School	001
		Campus Name	Campus Number
		74-2676269	20
		9-Digit Vendor ID#	ESC Region
		NOGA ID# (Assigned by TEA)	8-20-10
			Date of Report

**Texas Title I Priority Schools Grant**

**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**

A	The Comprehensive Needs Assessment (CNA) data indicates a need to introduce TAKS Objectives/Student Expectations based on direct teaching to complement and enhance the individualized accelerated Mathematics, Science, and English Language Arts curriculum. The CNA also indicates a need to empower Professional Learning Communities in all decisions related to data driven instruction, which historical data indicative of minimal teacher involvement.
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	B	Academic data analysis indicates that the American Preparato Institute (API) curriculum is minimally aligned to the rigor required for student academic success in Mathmatics, Science and English Language Arts, and Social Studies. A need exists to align the credit recovery curriculum in place (API) which was designed to serve the needs of High At Risk student populations while vertically and horizontally aligning the rigor of the taught curriculum with research based systems such as C-Scope.
	C	The CNA identified a need to implement a continuous reform based instruction monitoring process to include scheduled walkthroughs, classroom instructional strategies, and researched based curriculum to enhance and improve the academic performance of students enrolled.
<b>2. Increase the Use of Quality Data to Drive Instruction</b>		
Milestones	A	According to CNA data, over 50% of the professional staff for 2010-2011 school year are new to the campus and many are in their first year of teaching. The report also indicates an existing need to acquire data disaggregation systems and provide teachers with appropriate high quality data disaggregation training.
	B	A need has been identified in the area of collecting and assessing data to drive instuctional and academic decisions at Positive Solutions High School. There is a need in acquiring the appropriate software to enhance the planned "common assessments" and benchmarks . This need is also found in the area of data driven decisions related to academic needs of the child, appropriately coding discipline issues, etc.
	C	The CNA established that there is a great need to upgrade technology at Positive Solutions High School. Upgrading of infrastructure to allow this campus to be technologically prepared for 21st Century learners is evident. A great need to upgrade the quality of computers, effective data based systems, effective academic based software, servers, and technological support is greatly needed.
<b>3. Increase Leadership Effectiveness</b>		
Milestones	A	A need to increase job embedded, accountability based, professional development correlated to student academic performance outcomes for identified campus leadership and staff, has been identified in the CNA. It also established a need to develop the leadership skills of the Principal, working in conjunction with the Professional Learning Communities and the District Shepherd essential for the success of the TTIPS Grant.
	B	A need has been established that the Principal must be given the operational flexibiity to determine the employment status of instructional staff based on evaluation systems correlated to student academic achievement and outcome based. A need has been established to empower the Principal on budgetary issues related to the expenditure of TTIPS grant revenues. A need to afford the campus Principal with the flexibility to establishing a high performing, academic learning culture is recognized.
	C	There is a need to develop the administrative leadership's skills to appropriately utilize student and teacher data to make decisions clearly focused on learning and instruction and embedded with shared responsibility, accountability measures, linked to outcome based incentives and recruitment/retention/performance rewards for all staff. Leadership effectiveness for both admistrators and staff may be strengthened by introducing admins. and C/I coaching/ mentoring programs.
<b>4. Increase Learning Time</b>		
Milestones	A	Positive Solutions High School identified a need to increase subject content areas student learning time to impact student achievement. The school is designed in four hour day intervals to meet the working needs of highly at risk students. A need to introduce a flexible type schedule designed to protect instructional time, add additional time outside of the instructional day and establishing rules and operational procedures to insure protection of instructional time is evident.
	B	There is a need to develop an instructional focused school year calendar reflective of TAKS objectives and student expectations. The CNA also reflects a need to ensure that Common and Benchmark assessments are embedded within the instuctional focused calendar and that all stakeholders be informed of appropriate timelines. The campus need indicates that the instuctional calendar must correlate to the high levels of student learning Transformation

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		expectations.
	C	The CNA has determined that the establishment of Professional Learning Communities (PLC) is a great need at PSHS. The need for the PLC to involve themselves in all facets of the student learning, to include planning for in-school as well as "away" from school technology based student learning opportunities, is affirmed. There is also a need to establish a high expectations environment anchored through collaborative planning to establish high standards for student achievement.
<b>5. Increase Parent / Community Involvement</b>		
Milestones	A	There is a need to significantly and positively design and implement programs and activities that will impact the input and involvement opportunities of Positive Solution High School's parents, and community members, so that the student's learning, academic performance, and educational opportunities be enhanced. The CNA also indicates a need to engage parents and community members to allow the school to be a center for community involvement and services.
	B	The CNA indicates a need exists for Positive Solutions High School to initiate programs and activities directly related to the establishment of communication networks directly linking the campus to the parents and community. The CNA indicates that parents of children enrolled in our school are in need of receiving timely information regarding student progress, career planning, high school to college transitions, social services etc.
	C	There is a need at PSHS to initiate community outreach services that will lead to the school being the hub of identified educational, social and health related services. A need for PSHS to promote collaboration with parents and community members to positively promote the education of children enrolled is recognized.
<b>6. Improve School Climate</b>		
Milestones	A	Review of attendance data at PSHS reveals that the Average daily Attendance (ADA) in 2009 and 2010 has been in the mid to high eighty percent levels. There is a need for the school to take non-traditional attendance related measures. The data also indicates that many of the students that have attendance problems have many high At Risk situations that have been identified as causal factors. The data also indicates that intense intervention is needed.
	B	The data does not indicate that severe disciplinary problems characterize the student body. What is evident is the need to develop the discipline required to transform this student body into a 100 percent college/career ready cohort. The data also indicates that it is important for the students to feel that they are being educated in a safe learning environment characterized with high expectations.
	C	A need has been established to improve the school climate by providing extra/co-curricular activities for students at Positive Solutions High School. There is a need to measure the effectiveness of extra/co-curricular activities on the campus.
<b>7. Increase Teacher Quality</b>		
Milestones	A	There is a need to develop a fair and equitable teacher appraisal instrument utilized as an evaluation tool to examine job performance, as it relates to the extent of the direct impact of the teacher's efforts on student learning. The CNA indicates the need to develop the Formative and Summative Evaluation System for all staff to utilize in determining the strengths and weaknesses of the campus curriculum and instructional approaches.
	B	The CNA indicates that many of the 2010-2011 school year teachers at PSHS are new to the campus and that upgrading the skills of these teachers, so that they become extremely knowledgeable of their subject area, is imperative. The data also indicates the need to assure that the professional development includes current researched based instructional strategies, including effective content assessment methods designed to improve student learning and performance.



C	<p>The CNA indicates that teacher turnover in Charter Schools is higher than in the traditional school districts. There is a need to develop and implement Recruitment and Retention strategies with Recruitment, Retention, and Performance Incentives.</p>
<p><b>Other Identified Needs (not listed above)</b></p>	
A	<p>There is a need for technical support in effective delivery of instruction and in curriculum and instruction alignment with the state standard curriculum.</p> <p>There is a need to establish a Summer Planning Academy as part of the Transformation to increase student achievement.</p> <p>There is a need to establish a schedule for benchmarks and data reviews.</p>
B	



<b>Part 2: Budget by Identified Needs</b>	
<b>Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.</b>	
Improve Academic Performance	14%
Increase the Use of Quality Date to Drive Instruction	4%
Increase Leadership Effectiveness	8%
Increase Learning Time	2%
Increase Parent / Community Involvement	4%
Improve School Climate	3%
Increase Teacher Quality	58%
Other Remaining Costs	7%
<b>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.</b>	
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	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

<b>Part 3: Intervention Model</b>
<input checked="" type="checkbox"/> Transformation
<input checked="" type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center
<input type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE
<b>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.</b>
<b>Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</b>
<b>Complete the appropriate model pages below.</b>



**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.**

A new Principal was hired in July 2010 to lead the Transformation Model. He comes with 10 years experience in charter school leadership as a building principal. School principal has experienced success in the school improvement process.

**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;**

Positive Solutions High School will employ an outside consultant to assist with the development of a formal rigorous, transparent, and equitable evaluation system for teachers, principal and all other support staff based on data for student growth including other factors such as multiple observation-based assessments of performance (360 Model) and ongoing collections of professional classroom practices (walk-throughs) reflective of student achievement and increased high school graduation rate. The evaluation system will be designed and developed with principal/instructional and other staff 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;**

Positive Solutions High School has built in Grant Incentive Rewards for Recruitment, and Retention of Highly Qualified Staff as well as Incentive Rewards for Student Performance based on locally developed criteria (Jointly developed by staff and administration) that identifies increased student achievement and high school graduation rate. Incentives based on student improvement and progress on the state administered assessments, graduation rate, and job-embedded professional development. Staff members who score poorly on staff evaluations and do not respond to leadership coaching will be replaced. For the 2010-2011 school year, the building principal along with 5 teachers from the 2009-2010 school year were replaced having selected the TEA model, the campus will also be involved in the implementation of the "Transforming Classroom Practice" initiative spearheaded by Region 13 ESC.

**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**

Positive Solutions High School Transformation Model includes attendance and participation of 5 staff members and a leadership coach at the Texas Title 1 Priority Grant Texas Transformation Summer Seminar (8-2010), 15 days of high quality, job-embedded professional development each year for the next three years starting with the 2010-

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2011 school year. Professional development includes subject-specific pedagogy (C-SCOPE curriculum, API Curriculum, Odysseyware, mathematics, science, language arts, social studies subject-specific), instruction reflecting a deeper understanding of the community served by the school (Texas Title 1 Priority Grant Texas Transformation Model Training, Motivating At-Risk Students, Understanding Data, Special Programs Guidelines), differentiated instruction ( Accelerated Schools, Read 180, PBIS, Discipline Management Strategies, Student Learning Styles/Strategies, Brain X, ). Education Service Center subject content area specialists in mathematics and science will provide 6 days each year (for the next three years) customized classroom coaching, mentoring, and classroom curriculum decision making with subject area teachers. The leadership coach for administrative leadership and for curriculum and instruction will assist in the development of the principal and leadership team for 15 days each year (for the next three years). Leadership team, with input from staff, will create a professional development plan that aligns 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.

**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.**

Financial incentives that increase opportunities for promotion and career growth including more flexible work conditions that are designed to recruit, place, and retain staff with skills necessary to meet the needs of the students in a transformation school include the following: Sign on incentive rewards to recruit and place the most highly qualified staff members in high need subject area contents (mathematics, science, leadership role), incentive rewards for retention of highly qualified effective staff to continue employment in the transformation of the school to successfully implement transformation strategies designed to bring increased student achievement and graduation rate, school will reimburse tuition costs associated with employees seeking additional university degrees. Flexibility will be granted to allow employees to seek out and attend professional development training and conferences to meet the needs of the students in a transformation school.

**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**

The school will use research based API Curriculum to facilitate the module based individualized accelerated credit recovery delivery of instruction along with research based CSCOPE Curriculum to assist with the vertical alignment from one grade level to another and its alignment with the Texas State Academic Standards and complement the individualized accelerated credit recovery instruction. The school will also use Odysseyware software, Brain X software in the classroom.

**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.**

The school will create and implement core academic assessment calendars using the formative and summative unit assessments included with the CSCOPE Curriculum along with the summative credit recovery assessments provide by API Curriculum. Continuous use of student data such as review of lesson plans, skill checks, time on task weekly reports, credit recovery data, six weeks exams, mid-term exams, final exams, benchmark exams, and TAKS tests will also be utilized to inform and differentiate instruction to meet the academic needs of individual students. Student data recording will be kept with the purchase of the AWARE software system to inform and differentiate instruction to meet the academic needs of the individual students.

**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 using 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,*

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arts, history, and geography; \ instruction in other subjects and enrich. it 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](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cqi/content/abstract/29/4/296)

Positive Solutions High School provides for a morning and an afternoon instructional school day consisting of 4 hours of instruction with a 5 period school day. Under the Transformation Model, Extended Learning Time will add a (30 minute daily) Professional Learning Communities Period for staff to plan, review, analyze student data, provide group and one to one coaching Professional Development for staff. Allow for students in the morning instructional school day to remain for the afternoon instructional school day and for the students in the afternoon instructional school day to attend the morning instructional school day. Provide opportunities for students to attend summer academics consisting of 4 hours daily for 6 weeks. There will be increased learning time with the classroom instructors providing 15 minutes of direct teaching each classroom period correlated with the state curriculum and complementing the API credit recovery instruction. Students will be assigned a double class of core subject area instruction if identified as At-Risk . The school will also provide extended learning time for students to attend an evening school day session consisting of three days a week for two hours each day. Students will have the capability to increase Learning Time with the use of technology-based instruction that can be accessed from home and reviewed by staff at school. Students will increase Learning time by attending Saturday instructional days (If necessary). Additional Learning time will be increased by providing Supplemental Educational Services (SES) in the core subject areas. The addition of a Career and Technology teacher will support increased learning time for the students and create a community oriented school that partners with community businesses to create work based learning opportunities. Implement student developed, school sponsored "clubs" to encourage well rounded school experience.

#### **B. Provide ongoing mechanisms for family and community engagement.**

The development of a Parent/Community involvement calendar with scheduled parent meetings to communicate student academic performance and progress, reporting grades, college readiness including planning for high school graduation and opportunities for post-secondary will provide ongoing mechanisms for family and community engagement. The school will develop a web based calendar that provides the annual school calendar, highly qualified staff information, six weeks student progress reports, reporting grades, schedule of parent meetings. Parent leadership teams will be formed to increase the role of parents in a student's educational plan. The school will recruit local businesses to provide incentives for parents and students to experience family and community engagement.

#### **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;**

Provide sufficient operational flexibility to recommend hiring and dismissal of staff based on results based evaluations, job embedded professional development opportunities for staff, increased hands-on monitoring of student progress and teacher performance outcomes, and budget flexibility to bring needed resources to campus in order to fully implement a fully comprehensive approach to improve student achievement outcomes

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and increase the high school graduation rate. Provide time and resources for collaborative cross curricular planning sessions with staff and principal. Involve staff in budgeting decisions , staffing decisions, and professional development activities.

- 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 school will receive ongoing, intensive technical assistance and related support from central office support staff members, external technical assistance and related support from the Professional Service Provider assigned by the School Improvement Resource Center, Education Service Center Region 20 and Region 13, SEA, and by the external Administrative and Curriculum/Instruction Leadership Coach assigned to assist and mentor the District Shepard (Project Manager), Building Principal, and school's leadership team.**



**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**

**The school will include additional compensation to recruit Highly qualified critical shortage content area instructional staff (math, science), administrative leadership staff, and all other support staff with sign on incentives and place the most highly qualified staff members in high need areas. Staff will be paid additional compensation throughout the school year when staff is required to attend job embedded professional development and or work extended instructional time for students on Saturdays. The school will also include reward incentives based on performance for instructional staff, administrative leadership staff, and all other support staff.**

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

External observers (ESC Content area specialists) will be used to monitor implementation of instructional practices resulting from professional development on a quarterly basis.

**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.**

This does not apply because Positive Solutions Charter School is a single campus charter district.

**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;**

Weekly lesson plans will be submitted and monitored to the building principal to ensure full implementation of the curriculum including scope and sequence. Walk-throughs observations (360 Model) will be utilized to ensure fidelity, impact on student achievement, and modified if ineffective. Professional Learning Communities Period will be utilized to plan, analyze, and discuss progress of students and needs for changes in curriculum.

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

Staff members will research and select a RTI model to implement. Appropriate and on-going training will be conducted once model is selected

**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;**

Provide job embedded professional development and training to staff on Special Programs guidelines ( 8-2010) including the use of 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. Follow up training done through the Professional Learning Communities Period. Partner with Educational Service Center Region 20 to provide on-going training and assistance to support special needs students.

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

Provide and utilize OdyessyWare learning system for students. Provide and utilize Brain X software for students. Provide internet ready netbooks for students to increase learning time outside of school hours from home.

**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;**

Partner with community colleges, universities and technical schools to provide dual credit courses and provide Advanced Placement training for Math and Reading staff. Partner with communities colleges and universities that incorporate rigorous and relevant project inquiry based for contextual learning opportunities including dual enrollment programs, and learning academies that prpare students for college and careers.

**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 school will increase graduation rates by utilizing individualized educational plans to increase credit earning opportunities by providing two sessions for students to increase learning time and credit recovery with the use of API Curriculum, provide internet ready Net Books for students to complete courses outside of school hours from home, and provide 18 to 1 student to teacher ratio.

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

Review enrollment materials and meet with each student individually to discuss potential at-risk indicators affecting high standards in student achievement or graduation rate. Monitor academic progress reports weekly and monitor credit accumulation after student receives half credit. The Professional Learning Time Period will include student academic concerns voiced by staff.

**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;**

The social, emotional, and health needs of the students can be met with the creation of student lead, community facilitated interest clubs to be held at the school. Partner with health, safety, and community based organizations to bring services to the school. Host an annual community fair at school to bring awareness and orientation to the students about the different community programs offered in the community.

**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;**

N/A

**C. Implement approaches to improve school climate and discipline, such as implementing a system of**



**positive behavioral support, or taking steps to eliminate bullying, or student harassment;**

Improve school climate and discipline increasing positive student behavior with training and implementation of Positive Behavior Interventions and Supports PBIS. Provide training opportunities for staff on positive communication, attitude and environment including topics such as bullying and student harassment. Ensure that supervision of all students is done in a consistently equitable manner.

**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

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**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.**

<b>Critical Success Factor</b>	<b>Milestone</b>	<b>Improvement Activity</b>	<b>Begin Date MM / YY</b>	<b>End Date MM / YY</b>
<b>1</b>	<b>A</b>	<b>Improve Student Achievement in Reading/ELA, Mathematics, Science</b>	<b>8-2010</b>	<b>6-2013</b>
		<b>Increase Credit Recovery through the use of technology, increase Graduation Rate, and increase College/Career Readiness</b>	<b>8-2010</b>	<b>6-2013</b>
		<b>Create and utilize data-driven Professional Learning Communities Time (daily)</b>	<b>8-2010</b>	<b>6-2013</b>
		<b>Use Accelerated Schools Model to increase student centered learning</b>	<b>8-2010</b>	<b>6-2013</b>
	<b>B</b>	<b>Increase Credit Recovery through use of technology</b>	<b>8-2010</b>	<b>6-2013</b>
		<b>Create College/Career Readiness Partnerships (monthly)</b>	<b>10-2010</b>	<b>6-2013</b>
		<b>Create and utilize data-driven Professional Learning Communities Time (daily)</b>	<b>9-2010</b>	<b>6-2013</b>
		<b>Curriculum Alignment for College/Career Readiness</b>	<b>9-2010</b>	<b>6-2013</b>
	<b>C</b>	<b>Improve Student Achievement in Reading/ELA, Mathematics, Science</b>	<b>8-2010</b>	<b>6-2013</b>
<b>Increase Graduation Rate</b>		<b>8-2010</b>	<b>6-2013</b>	
<b>Use Accelerated Schools Model to increase student centered learning</b>		<b>8-2010</b>	<b>5-2013</b>	
<b>Curriculum Alignment for College/Career Readiness</b>		<b>9-2010</b>	<b>6-2013</b>	
<b>2</b>	<b>A</b>	<b>Purchase and receive staff training on the use of AWARE data integration system</b>	<b>8-2010</b>	<b>9-2012</b>
		<b>Provide data disaggregation training, establish teacher data review conferences</b>	<b>8-2010</b>	<b>5-2013</b>
		<b>Collect data from Learning Walks for improving instruction and planning staff development (daily) reviewed by principal once a week</b>	<b>9-2010</b>	<b>5-2013</b>
		<b>Collect data from Learning Walks for improving instruction and planning staff development (daily) reviewed by principal once a week</b>	<b>9-2010</b>	<b>4-2013</b>
		<b>Initiate Accelerated Schools Model Teacher Cadres monthly Data driven dialogue, strategic planning</b>	<b>7-2010</b>	<b>6-2013</b>
	<b>B</b>	<b>High quality of data collection, disaggregation, and review (weekly)</b>	<b>8-2010</b>	<b>5-2013</b>
		<b>Establish teacher data review conferences</b>	<b>8-2010</b>	<b>5-2013</b>
		<b>Collect data from Learning walks for improving instruction and planning staff development (daily) reviewed by principal once a week</b>	<b>9-2010</b>	<b>5-2013</b>
	<b>C</b>	<b>Staff training on the use of AWARE data integration system</b>	<b>8-2010</b>	<b>9-2012</b>
		<b>On-going data disaggregation training</b>	<b>8-2010</b>	<b>5-2013</b>
		<b>Accelerated Schools Model Teacher Cadres</b>	<b>9-2010</b>	<b>4-2013</b>
		<b>High quality of data collection, disaggregation, and review (weekly)</b>	<b>8-2012</b>	<b>5-2013</b>
<b>Collect Learning walks data for improving instruction and planning staff development (daily) reviewed by principal once a week</b>		<b>9-2012</b>	<b>5-2013</b>	
	<b>Select/employ Grant Project Manager</b>	<b>7-2010</b>	<b>6-2013</b>	

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3	A	Replace principal and content area staff for higher performance outcomes	7-2010	6-2013
		Evaluation system for administration, teachers, and all other staff based on performance outcomes	9-2010	6-2013
		Incentive system based on accountability tied to performance and professional development	7-2010	6-2013
		Provide Administrative, Curriculum & Instruction Leadership Coaching and mentoring for principal and staff	7-2010	6-2013
		SIRC, Transfm Model, Accelerated Schools, Brain X Training	8-2010	6-2013
	B	Replace principal and content area staff for higher performance outcomes	7-2010	6-2013
		Incentive system based on accountability tied to performance and professional development	7-2010	6-2013
		Operational flexibility for staffing, data system, budget	7-2010	6-2013
	C	Replace principal and content area staff for higher performance outcomes	7-2010	6-2013
Evaluation system for administration, teachers, and all other staff based on performance outcomes		9-2010	6-2013	
Incentive system based on accountability tied to performance and professional development		7-2010	6-2013	
Provide Administrative, Curriculum & Instruction Leadership Coaching and mentoring for principal and staff		7-2010	6-2013	
SIRC, Transfm Model, Accelerated Schools, Brain X Training		8-2010	6-2013	
4	A	Extend learning time for additional student intervention, support structures, SES services	8-2010	6-2013
		Extend Dual Credit System with local colleges	10-2010	6-2013
		Provide Professional Learning Communities for student planning	8-2010	6-2013
	B	Extend learning time for additional student intervention, support structures, SES services	8-2010	6-2013
		Provide Summer Academies for students in core areas	6-2011, 6-2012, 6-2013	7-2011, 7-2012, 7-2013
		Provide Professional Learning Communities for student planning	8-2010	6-2013
		Provide Technology from school or home for credit recovery	9-2010	6-2013
	C	Provide Professional Learning Communities for student planning	8-2010	6-2013
		Provide Summer Academies for students in core areas	6-2011, 6-2012, 6-2013	7-2011, 7-2012, 7-2013
Provide Technology from school or home for credit recovery		9-2010	6-2013	
Extend learning time for additional student intervention, support structures, SES services		8-2010	6-2013	
C	Provide credit for Distributive Education (C/T Program)	10-2010	6-2013	
	Dual Credit System with local colleges	10-2010	6-2013	
5	A	Create/utilize calendar of parent meetings for the year and provide information to parents on school improvement effort, on college readiness, student progress	7-2010, 7-2011, 7-2012	6-2011, 6-2012, 6-2013
		Create a Parent Advisory Team	7-2010, 7-2011, 7-2012	6-2011, 6-2012, 6-2013



	B	<p>Create/utilize calendar of parent meetings for the year and provide information to parents on school improvement effort, on college readiness, student progress</p> <p>Create a Parent Advisory Team</p> <p>Increase communication via counselor and student coordinator</p> <p>ID parent, student social support community agency, community liaison</p>	<p>7-2010, 7-2011, 7-2012</p> <p>7-2010, 7-2011, 7-2012</p> <p>8-2010</p> <p>9-2010</p>	<p>6-2011, 6-2012, 6-2013</p> <p>6-2011, 6-2012, 6-2013</p> <p>6-2013</p> <p>5-2013</p>
	C	<p>Create calendar of parent meetings for the year 7-2010 to 6-2011, 7-2011 to 6-2012, 7-2012 to 6-2013</p> <p>ID parent, stud. social supr community agns, community liaison 9-2010 to 5-2013</p> <p>Parenting classes services and career and job placement 7-2010 to 6-2011, 7-2011 to 6-2012, 7-2012 to 6-2013</p>	<p>7-2010, 7-2011, 7-2012</p> <p>9-2010</p> <p>7-2010, 7-2011, 7-2012</p>	<p>6-2011, 6-2012, 6-2013</p> <p>5-2013</p> <p>6-2011, 6-2012, 6-2013</p>
6	A	<p>Increase attendance through community interventions 8-2010 to 6-2013</p> <p>Conduct on-site visits of schools with similar demographics and needs (3 times each year) 10-2010 to 4-2013</p> <p>Extra curricular activities relevant to student needs 10-2010 to 6-2013</p>	<p>8-2010</p> <p>10-2010</p> <p>10-2010</p>	<p>6-2013</p> <p>4-2013</p> <p>6-2013</p>
	B	<p>Open door policy with student coordinators and principal for early detection of at-risk students by improving climate through Positive Behavior Services, decrease discipline behavior teacher training, provide counseling sessions for parents, and build individualized student data profiles</p>	<p>8-2010</p>	<p>6-2013</p>
	C	<p>Increase attendance through community interventions 8-2010 to 6-2013</p> <p>Conduct on-site visits of schools with similar demographics and needs (3 times each year)</p> <p>Extra curricular activities relevant to student needs</p> <p>Opn door policy w/ st. coords. &amp; prin. for early detect. of at-risk sts. improving climate through Positive Behavior Services, decrease discipline behavior teacher training, counseling sessions. for parents, and build individualized st. data profiles</p>	<p>8-2010</p> <p>8-2010</p> <p>10-2010</p> <p>8-2010</p>	<p>6-2013</p> <p>6-2013</p> <p>6-2013</p> <p>6-2013</p>
7	A	<p>Establish recruitment and retention strategies to recruit Highly Qualified staff for all content areas and replace content area staff based on performance outcomes</p> <p>Identify teacher leaders and mentors</p> <p>Establish competency review process by establishing teacher evaluation rubric, learning walks, debriefs, and monitoring of Transformation Model</p>	<p>9-2010</p> <p>7-2010</p> <p>8-2010</p>	<p>6-2013</p> <p>6-2013</p> <p>6-2013</p>
	B	<p>Identify teacher leaders and mentors</p> <p>Establish competency review process by establishing teacher evaluation rubric, learning walks, debriefs, and monitoring of Transformation Model</p> <p>Teacher leaders participate in Transformation Model Training</p>	<p>7-2010</p> <p>8-2010</p> <p>8-2010</p>	<p>6-2013</p> <p>6-2013</p> <p>6-2013</p>



		Establish recruitment and retention strategies to recruit Highly Qualified staff for all content areas and replace content area staff based on performance outcomes 9-2010 to 6-2013	9-2010	6-2013
		Establish competency review process by establishing teacher evaluation rubric, learning walks, debriefs, and monitoring of Transformation Model 8-2010 to 6-2013	8-2010	6-2013
	C	Provide incentives to teachers tied to staff development efforts and academic performance 8-2010 to 6-2013	8-2010	6-2013

**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.**

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