| For TEA Use Only<br>Adjustments and/or annotations made on this page have been confirmed with | TEXAS EDUCATION AGENCY<br>Standard Application System (SAS)<br><br>School Years 2010-2013 | Paso Del Norte Academy<br>Organization Name | 071-803<br>County-District# |
|---|---|---|---|
| | | Paso Del Norte Academy<br>Campus Name | 001<br>Campus Number |
| by telephone/e-mail/FAX on _____ by _____ of TEA. | | 74-2894092<br>9-Digit Vendor ID# | 19<br>ESC Region |
| | | 105520017110052<br>NOGA ID# (Assigned by TEA) | Amendment # |

## Texas Title I Priority Schools Grant

### Schedule #1 – General Information

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

**Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA; CFDA # 84.377A & 84.388A**
**Project Beginning Date: *08/01/2010*** **Project Ending Date: *06/30/2013***

**Select the appropriate eligibility tier for the campus included in this application:**
**Tier I ☒ Tier II ☐ Tier III ☐**

### Part 1: Index to the Application

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

| Sch No. | Schedule Name | Application | |
|---|---|---|---|
| | | New | Amend |
| 1 | General Information | X | X |
| 3 | Purpose of Amendment | NA | ☐ |
| 4 | Program Requirements | X | ☐ |
| 4A | Program Abstract | X | ☐ |
| 4B | Program Description | X | ☐ |
| 4C | Performance Assessment and Evaluation | X | ☐ |
| 4D | Equitable Access and Participation | X | ☐ |
| 5 | Program Budget Summary | X | X |
| 5B | Payroll Costs 6100 | ☒ | ☐ |
| 5C | Professional and Contracted Services 6200 | ☒ | ☐ |
| 5D | Supplies and Materials 6300 | ☒ | ☐ |
| 5E | Other Operating Costs 6400 | ☒ | ☐ |
| 5G | Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) | ☐ | ☐ |
| 6A | General Provisions | X | NA |
| 6B | Debarment and Suspension Certification | X | NA |
| 6C | Lobbying Certification | X | NA |
| 6D | Disclosure of Lobbying Activities | ☐ | ☐ |
| 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 |
|---|---|---|---|
| Eduardo | | Gutierrez | Superintendent |
| Phone | Fax | Email | Signature/Date Signed (blue ink preferred) |
| 210-227-0295 | 210-227-7879 | stdtalt@aol.com | |

**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

701-10-112-005

2010 MAY 25 AM 11:35

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|---|---|---|
| by telephone/e-mail/FAX on _____<br>by _____ of TEA. | School Years 2010-2013 | _____<br>Amendment No. |

## Texas Title I Priority Schools Grant

### Schedule #1—General Information

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

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

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

01-339 (Back)
(Rev. 6-04/5)

# TEXAS SALES AND USE TAX EXEMPTION CERTIFICATION

| Name of purchaser, firm or agency | |
|---|---|
| **Student Alternatives Program, Inc.** | |
| Address (Street & number, P.O. Box or Route number) | Phone (Area code and number) |
| **707 Lindberg Avenue** | **(956)994-3861** |
| City, State, ZIP code | |
| **Mcallen, Tx 78501** | |

I, the purchaser named above, claim an exemption from payment of sales and use taxes (for the purchase of taxable items described below or on the attached order or invoice) from:

Seller: _____

Street address: _____ City, State, ZIP code: _____

Description of items to be purchased or on the attached order or invoice:

Purchaser claims this exemption for the following reason:

Non-Profit Organization

Tax I.D. 74-2598053

I understand that I will be liable for payment of sales or use taxes which may become due for failure to comply with the provisions of the Tax Code: Limited Sales, Excise, and Use Tax Act; Municipal Sales and Use Tax Act; Sales and Use Taxes for Special Purpose Taxing Authorities; County Sales and Use Tax Act; County Health Services Sales and Use Tax; The Texas Health and Safety Code; Special Provisions Relating to Hospital Districts, Emergency Services Districts, and Emergency Services Districts in counties with a population of 125,000 or less.

*I understand that it is a criminal offense to give an exemption certificate to the seller for taxable items that I know, at the time of purchase, will be used in a manner other than that expressed in this certificate and, depending on the amount of tax evaded, the offense may range from a Class C misdemeanor to a felony of the second degree.*

| Purchaser | Title | Date |
|---|---|---|
| sign here ▶ | Business Manager | |

NOTE: This certificate cannot be issued for the purchase, lease, or rental of a motor vehicle.

*THIS CERTIFICATE DOES NOT REQUIRE A NUMBER TO BE VALID.*

Sales and Use Tax "Exemption Numbers" or "Tax Exempt" Numbers do not exist.

This certificate should be furnished to the supplier. Do **not** send the completed certificate to the Comptroller of Public Accounts.

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|---|---|---|
| by telephone/e-mail/FAX on _____<br>by _____ of TEA. | School Years 2010-2013 | _____<br>Amendment No. |

# Texas Title I Priority Schools Grant

## Schedule #1 – General Information

### Part 3: Applicant Information

#### Local Educational Agency (LEA) Information

| LEA Name | | | | |
|---|---|---|---|---|
| Paso Del Norte Charter District | | | | |
| Mailing Address Line – 1 | Mailing Address Line – 2 | City | State | Zip Code |
| 711 N. Mesa | | El Paso | TX | 79902 |

| U.S. Congressional District Number | Primary DUNS Number | Central Contractor Registration (CCR) CAGE Code | NCES Identification Number |
|---|---|---|---|
| 16 | 623471500 | 5FODO | 071-803 |

| Campus Name | | | County-District Campus Number | |
|---|---|---|---|---|
| Paso Del Norte Academy | | | 071-803-001 | |
| Mailing Address Line – 1 | Mailing Address Line – 2 | City | State | Zip Code |
| 711 N. Mesa | | El Paso | TX | 79902 |

#### Applicant Contacts

**Primary Contact**

| First Name | Initial | Last Name | Title |
|---|---|---|---|
| Maria | I. | Baquera | District Director |

| Telephone | Fax | Email |
|---|---|---|
| 915-532-7216 | 915-532-2251 | ibaquera@yahoo.com |

| Mailing Address Line – 1 | Mailing Address Line – 2 | City | State | Zip Code |
|---|---|---|---|---|
| 711 N. Mesa | | El Paso | TX | 79902 |

**Secondary Contact**

| First Name | Initial | Last Name | Title |
|---|---|---|---|
| Rudy | | Barreda | Director |

| Telephone | Fax | E-mail |
|---|---|---|
| 915-532-7216 | 915-532-2251 | Rbarreda1@elp.rr.com |

| Mailing Address Line – 1 | Mailing Address Line – 2 | City | State | Zip Code |
|---|---|---|---|---|
| 711 N. Mesa | | El Paso | TX | 79902 |

# Texas Title I Priority Schools Grant

## Schedule #4—Program Summary and Application Requirements

### Part II: 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<br>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<br>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<br>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<br>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 |

| # | Requirement Description – Federal Statutory Requirements | Primary Attachment 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 | If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.<br>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;<br>b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;<br>1. Screen all existing staff and rehire no more than 50 percent; and<br>2. Select new staff.<br>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;<br>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;<br>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;<br>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;<br>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;<br>h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and<br>i. Provide appropriate social-emotional and community-oriented services and supports for students. | Program Assurances |

| # | Requirement Description - Federal Statutory Requirements | Primary Component Where Described |
|---|---|---|
| 18 | If the LEA/campus selects to implement the **turnaround model**, the campus **may** implement the following federal requirements.<br>a. Any of the required and permissible activities under the transformation model; or<br>b. A new school model (e.g., themed, dual language academy). | Program Assurances |
| 19 | If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement.<br>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.<br>b. A grant for school closure is a one-year grant without the possibility of continued funding. | Program Assurances |
| 20 | If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements.<br>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.<br>b. Enroll, within the grades it serves, any former student who wishes to attend the school. | Program Assurances |
| 21 | If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.<br>1. Develop and increase teacher and school leader effectiveness.<br>(A) Replace the principal who led the school prior to commencement of the transformation model;<br>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--<br>(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<br>(2) Are designed and developed with teacher and principal involvement;<br>(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;<br>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and | Program Assurances |

## Texas Title I Priority Schools Grant

### Schedule #4—Program Requirements

#### Part A—Statutory Requirements

| # | Requirement Description - Federal Statutory Requirements | Primary Component Where Described |
|---|---|---|
| 21 | designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and<br>(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.<br>2. Comprehensive instructional reform strategies.<br>(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<br>(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.<br>3. Increasing learning time and creating community-oriented schools.<br>(A) Establish schedules and strategies that provide increased learning time; and<br>(B) Provide ongoing mechanisms for family and community engagement.<br>4. Providing operational flexibility and sustained support.<br>(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<br>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). | Program Assurances |
| 22 | An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--<br>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;<br>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or<br>(C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. | Program Assurances |

## Texas Title I Priority Schools Grant

### Schedule #4 – Program Requirements

#### Part 2: Statutory Requirements

| # | Requirement Description – Part 2: Statutory Requirements | Primary Component Where Described |
|---|---|---|
| 23 | An LEA **may** also implement comprehensive instructional reform strategies, such as--<br>(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;<br>(B) Implement a school wide "response-to-intervention" model;<br>(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;<br>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and<br>(E) In secondary schools--<br>(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;<br>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;<br>(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<br>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. | Program Assurances |
| 24 | An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--<br>(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;<br>(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;<br>(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<br>(D) Expand the school program to offer full-day kindergarten or pre-kindergarten. | Program Assurances |

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|---|---|---|
| by telephone/e-mail/FAX on _____<br>by _____ of TEA. | School Years 2010-2013 | _____<br>Amendment No. |

## Texas Title I Priority Schools Grant

### Schedule #4 - Program Requirements

#### Part 2: Statutory Requirements

| # | Requirement Description - Federal Statutory Requirements | Primary Component Where Described |
|---|---|---|
| 25 | The LEA **may** also implement other strategies for providing operational flexibility and intensive support, such as--<br>(A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or<br>(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.<br>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:<br>i. Comprehensive Needs Assessment process.<br>ii. Establish the grant budget by the required categories.<br>iii. Identification and Selection of the intervention model.<br>iv. Development of activities to implement selected intervention model.<br>v. Development of Timeline of Grant Activities. |

## Texas Title I Priority Schools Grant

### Schedule #4 - Program Requirements

Part A: TEA Program Assurances

| # | TEA Assurance Description |
|---|---|
| 2 | The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. |
| 3 | The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices. |
| 4 | For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors. |
| 5 | The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students. |
| 6 | The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models. |
| 7 | The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors. |
| 8 | The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers. |
| 9 | The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity. |
| 10 | If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures That it will it implement the following federal requirements.<br>1. Develop and increase teacher and school leader effectiveness.<br>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.<br>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;<br>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<br>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:<br>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<br>2. Are designed and developed and with teacher and principal involvement |

## Texas Title I Priority Schools Grant

### Schedule #4 - Program Requirements

Part A: TEA Program Assurances

| # | TEA Assurance Description |
|---|---|
| 10 | 2. Comprehensive instructional reform strategies.<br>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<br>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.<br>3. Increasing learning time and creating community-oriented schools.<br>A. Establish schedules and strategies that provide increased learning time; and<br>B. Provide ongoing mechanisms for family and community engagement.<br>4. Providing operational flexibility and sustained support.<br>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<br>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--<br>(A)Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;<br>(B)Institute a system for measuring changes in instructional practices resulting from professional development; or<br>(C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. |
| 12 | An LEA may also implement comprehensive instructional reform strategies, such as--<br>(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;<br>(B)Implement a school wide "response-to-intervention" model;<br>(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;<br>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and<br>(E)In secondary schools--<br>(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;<br>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;<br>(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<br>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. |

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|---|---|---|

## Texas Title I Priority Schools Grant

### Schedule #4 - Program Requirements

Part 4: TEA Program Assurances

| # | TEA Assurance Description |
|---|---|
| 13 | An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--<br>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;<br>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;<br>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<br>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--<br>A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or<br>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.<br>a. Number of minutes within the school year.<br>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.<br>c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)<br>d. College enrollment rates. (High Schools Only)<br>e. Teacher Attendance Rate<br>f. Student Completion Rate<br>g. Student Drop-Out Rate<br>h. Locally developed competencies created to identify teacher strengths/weaknesses<br>i. Types of support offered to teachers<br>j. Types of on-going, job-embedded professional development for teachers<br>k. Types of on-going, job-embedded professional development for administrators<br>l. Strategies to increase parent/community involvement<br>m. Strategies which increase student learning time |
| | |

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

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## Texas Title I Priority Schools Grant

### Schedule #4A—Program Abstract

**Part I: 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 II: 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).

The campus will implement the transformation model based on the state design for the TTIPS options. Aspects of the model have already been implemented during the 2009-2010 school year. The program will assist the campus to meet the following 3 broad program goals and objectives:

*Increase student academic achievement:
Hire qualified, effective teachers and instructional support staff.
Deliver an effective, aligned curriculum, primarily via computer-aided instruction.
Provide on-going, job-embedded professional development.
Use formative assessments to monitor achievement, modify and scaffold instruction to meet individual student needs.
Provide instruction beyond the regular school day for students not meeting instructional benchmarks.
Provide financial incentives to the instructional staff whose students meet pre-determined academic goals.

*Provide leadership that positively impacts student academic achievement:
Develop and utilize systems that enable campus leadership to monitor all factors impacting student learning, including curriculum, instruction, school climate, and other campus processes.
Monitor instruction frequently using rubrics developed in part by teachers, administrators and staff.
Provide on-going, job-embedded professional development that addresses the use of data to drive instruction.
Provide on-going, job-embedded professional development opportunities for campus leadership that fosters the development and use of evaluation systems and processes.

*Increase the graduation rate:
Provide instructional remediation and acceleration opportunities to assist students with credit recovery.
Increase and strengthen contact with parents among the instructional staff and school leadership.
Provide immediate intervention and referral to social services for students who require these services to remain in school.
Actively recruit and enroll students who have dropped out from local high schools.
Improve the climate of the school through the use of positive behavior support initiatives and provide an atmosphere that is both conducive to learning and provides a "safe haven" for students in at-risk situations.

Further, the selected intervention model will address specific gaps and weaknesses experienced by the campus, including:
*Recruiting and retaining highly-qualified teachers in the El Paso area.
*Providing job-embedded training that enables teachers with little or no experience to meet the academic needs of students.
*Providing positive behavior support interventions that address the social and emotional needs of students in at-risk situations so that they may achieve academic success.

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## Texas Title I Priority Schools Grant

### Schedule #4b - Program Description

### Part I - Comprehensive Needs Assessment

### Section A: Campus Grade Levels

| Type of School | Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Public School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Open-Enrollment Charter School | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 50 | 50 | 50 | 180 |
| Total Students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 30 | 50 | 50 | 50 | 180 |

| | |
|---|---|
| Total Instructional Staff | 9 |
| Total Support Staff | 4 |

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

| | |
|---|---|
| 1 | 2009 AEIS Report |
| 2 | Teacher Service Records |
| 3 | 2009 CINA |
| 4 | 2009 AYP Report |
| 5 | 2009-2010 Benchmark Scores |
| 6 | TAKS Summary Reports |
| 7 | PDAS results of current teachers |
| 8 | Walk-Through Documents |
| 9 | Kilgo Assessment Data Analysis |
| 10 | |

## Texas Title I Priority Schools Grant

Schedule #4B - Program Description

Part II: Comprehensive Needs Assessment Cont.

Section C: Process (Responses are limited to the space provided on this side only, with a font size of Times New Roman 10 point or larger.)

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

Students attending Paso del Norte Academy have not done well academically during the past several years. The campus has not met AYP since 2005. Major improvements in instruction and campus leadership have been needed to rectify this situation. More recently, in order to meet state and federal standards, the campus SBDM committee completed a needs assessment in the fall of 2009 to develop the Campus Improvement Plan. Many of the elements of the transformation model that are addressed in this application were developed as the result of the needs assessment completed last fall. The committee met several times in the fall to review summative assessment data, as well as other pertinent data, such as graduation rates, attendance data, and the like. Also, some members of the committee attended training conducted by Margaret Kilgo, which provided them with additional assessment data and other information useful in developing the CIP.

The SBDM committee met in January to finalize and approve the CIP in January of 2010. As part of the requirements for SIP, the director and instructional program coordinator updated the 2010 CINA. The required completion of this document provided an additional opportunity for campus personnel to review and update the needs assessment. The technical assistance provider working with the campus also provided input in the development of the campus needs assessment. Throughout the year, he has provided additional input in updating the needs assessment in order to complete the CINA.

In summary, the needs assessment process has revealed the following needs: 1) an effective, sequenced curriculum aligned to the TEKS, containing carefully planned sequences of lessons that assure mastery of content; 2) the use of CAI in order to provide clear, focused instruction with engaging graphic support and frequent feedback containing review and re-teaching; 3) the use of CAI that allows students to recoup lost high school credits quickly, allows for self-paced learning, and meets individual needs much more efficiently than traditional teacher-directed instruction; 4) the use of financial incentives to recruit and retain highly qualified teachers and staff; 5) campus leadership that can utilize evaluation systems that monitor and, when needed, remediate all aspects of the instructional program; 6) professional development that addresses the use of data to drive instruction, meet the diverse needs of at-risk students, and assist campus leadership in the use of evaluation systems; 7) support systems to ensure students graduate, and identify and re-enroll students who have dropped out of area high schools; 8) develop a climate and environment that meets the needs of at-risk students.

More recently, the TAP and campus director had the SBDM committee members review the different options for selecting an intervention model. Questions were developed and additional data was obtained to ensure the group made an informed decision. The transformation model best fits the needs of the campus as identified above. Further, without the financial resources provided by this grant, the campus will not be able to implement many of the transformational model activities that meet the needs of the students.

While the following needs have been identified, an important understanding of the development of a needs assessment is that it is seen as an on-going process. Campus and district personnel realize the needs assessment, like the CIP, is a work in progress. The LEA and campus SBDM committee are committed to following the decision-making process used to select the transformation model: collect data to update the comprehensive needs assessment, ask questions and explore options to meet campus needs, select and implement strategies and activities that meet campus needs, then begin the review process again.

This cycle of continuous improvement will be utilized as part of this grant. All initiatives, strategies and activities funded via this grant have been identified based upon the most recent review of the campus needs assessment and CIP. Grant activities will be regularly reviewed and updated as needed and as required to meet grant requirements.

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## Texas Title I Priority Schools Grant

**Schedule #3 – Program Description**

**Part IV: Comprehensive Needs Assessment cont.**

**Section IV: Groups or Participants Contributing to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.**

| | |
|---|---|
| 1 | Maria I. Baquera – District Director |
| 2 | Linda Reister – Curriculum Program Director |
| 3 | Heather Huereque – Math Teacher |
| 4 | Daniel Martinez – campus social worker |
| 5 | Andrea Ortiz – Science Teacher |
| 6 | Sergio Contreras – Social Studies Teacher |
| 7 | Rudy Barreda – Technical Assistance Provider – SIRC, Region XIII |
| 8 | Norma Herrera - Parent |
| 9 | Rosalinda Alba - Parent |
| 10 | William Ruiz, Jr.- Board Member |

## Texas Title I Priority Schools Grant

### Schedule #4B—Program Description

Part 3: Project Management

Section A: Institutional Capacity Responses are limited to one page each, front side only, with a font size no smaller than 10 point. Text in Verdana font is recommended.

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

Paso Del Norte Charter District has the capacity to ensure the campus can fully and effectively implement the required activities of the school intervention model.

The District has supported the campus in its school improvement efforts during the last five years. The campus did not meet AYP in 2005, but has worked since then to meet state and federal accountability standards. Through the support of the District, the campus has made major gains each year, and is expected to meet AYP this May.

The kind of support the District provides includes facilities and budgetary management. Also, the policies and procedures established by the District fully support the campus in its school improvement efforts. For example the district allows the campus to offer a unique daily schedule to meet the needs of the students, most of whom are in highly at-risk situations. The District allows this type of flexibility so that students can continue their schooling despite the adverse situations they deal with outside of school. The District is pursuing this grant to expand and enhance the academic achievement of these high-needs students, and is extremely supportive of what the campus has accomplished thus far in its implementation of the intervention model. The District is also supportive of some of the more unique aspects of the intervention model, including providing financial incentives for teachers whose students meet certain academic standards, and terminating the employment of teachers whose students are not showing gains in academic achievement.

The Charter District is fiscally sound, and plans to remain in operation throughout the grant period and beyond.

## Texas Title I Priority Schools Grant

**Schedule #4B—Program Description**

**Part 2—Project Management (cont.)**

**Section A: LEA/District Capacity** Responses are limited to *one page each* (one single page for the smaller-sized districts/LEAs/Charters).

**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.

The District Director, Maria I. Baquera, has spearheaded all the consulting efforts with relevant stakeholders regarding this grant and the school intervention model.

Her efforts began during the end of the 2009 school year, when she took on the responsibility of handling the day-to-day operations of the campus. When 2009 test results came in, she began meeting with the campus SBDM committee, which is comprised of all relevant stakeholders. She has worked with the committee in completing the campus needs assessment, the CINA, and the CIP. Ms. Baquera has also kept members of the committee abreast of the results of various formative and summative student assessment data, as well as personnel and other issues which impact the school. The members of the committee have used this data to update the CIP as needed.

When the grant announcement was made in April, Ms. Baquera began communicating individually with the members of the SBDM committee to inform them of the grant. She has also solicited their input, especially with respect to the transformation intervention model, of which some aspects of the model have already been implemented. Ms. Baquera has also informed the entire instructional staff about the grant, and has solicited their input as well.

As District Director, Ms. Baquera will continue to ensure that the relevant stakeholders of the campus are fully informed and committed to the successful implementation of all grant activities.

## Texas Title I Priority Schools Grant

**Schedule #4B - Program Description**

**Part A: Project Management Cont.**

**Section A: Local Distinct Capacity** - Responses are limited to one page each. Type 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 the implementation of the intervention(s) fully and effectively.

Paso Del Norte Charter District will hire a new director to run Paso Del Norte Academy. The new director will be responsible at the campus level to ensure the successful implementation of the transformation intervention model. The District Director will serve as the District liaison, and ensure the successful implementation of the grant at the district level.

At this point, it does not appear any District-level policies or practices will need to be modified for successful implementation of the grant. At the campus level, no doubt many practices will change in order to ensure successful implementation of the intervention model. The process that will be used by the campus to modify practices to successfully implement the model is best illustrated through the following example.

Currently, the campus has no standardized curriculum. Teachers have had access to CSCOPE, but its use has not been implemented with fidelity. One of the requirements of the transformation model is that districts that do not have a standardized curriculum to purchase and/or develop a comprehensive curriculum with formative, interim and summative assessments. The new director of Paso Del Norte Academy will purchase a comprehensive curriculum via an on-line source, aligned to the TEKS, which will be implemented at the beginning of the 2010-11 school year. Further, computer-aided instruction will be the primary vehicle for instruction, along with small-group and individual tutoring provided by fully certified teachers. These reforms will constitute a major change in practice for the instructional staff. However, their desire to successfully implement the model and improve student achievement is strong. Through collaboration among the teachers and administrative staff, new practices will be agreed upon, appropriate professional development will be provided, and successful implementation of the transformation model will occur.

Other practices campus personnel have adopted may be modified to ensure successful implementation of the grant. For example, the teachers have been giving formative and summative assessments throughout the school year. However, many of these assessments, especially the formative ones, are teacher-made and not necessarily closely aligned to the TEKS and TAKS. By using formative assessments closely aligned to the TEKS and TAKS, and delivered via computer, the teachers will secure more useful data regarding students' progress towards meeting state standards. Assessment results will then better inform teachers of instructional and curricular modifications needed to remediate learning gaps and ensure academic growth for their students. The use of commercially-developed, on-line curriculum, which includes formative assessments, should enable teachers to provide small-group and individual instruction that addresses exactly what each student needs to fill gaps and move forward in a well-sequenced curriculum.

## Texas Title I Priority Schools Grant

**Schedule #4B - Program Description**

**Part 2: Project Management Control**

**Section A: LEA (District) Capacity** (responses are limited to one page each, front-side only, with a font size no smaller than 12 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.

The District plans to use federal, state and local funds along with funds received via this grant, to successfully implement all activities related to the intervention model.

Federal dollars, such as Title I, are already distributed to the campus to enhance the instructional program and supplement programs and services provided by the school. For example, Title I SIP funds are currently being used to fund instructional support personnel. Federal funds will continue to flow to the campus, and will be used, along with funds provided by this grant, to acquire the resources necessary to implement all intervention activities.

State funds will also continue to flow to the campus in a manner and amount consistent with previous years. Some of these funds may also contribute to the successful implementation of the intervention model.

Being a charter school, the District and campus receive no locally-developed funds.

District and campus personnel understand and assure that funds obtained via this grant are supplemental in nature, and will not supplant any funds used to meet state requirements.

## Texas Title I Priority Schools Grant

**Schedule #10 - Program Description**

**Part [illegible]: Project Management Cont.**

**Section [illegible]: Project Manager Responsibilities** (Limit to one page each, front side only, with a font size no smaller than [illegible] Verdana)

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

Paso Del Norte Charter District will hire a new director for Paso Del Norte Academy. This new director, Rudy Barreda, will also serve as the project manager for this grant.

Mr. Barreda has worked in education for over 30 years. Prior to taking this position, he has served as the TAP for this campus, as well as a high school in Dallas. Prior to working with Region XIII SIRC, he worked as the assistant superintendent at Tornillo ISD in El Paso, Texas, from 2001 to 2009. In this capacity, he wrote and managed the implementation of several state and federal grants. These include all the Title grants awarded to Tornillo ISD (Title IA, Title IC, and Titles III-VI), a SIP grant for Tornillo Middle School, a state science and math discretionary state grant for Tornillo High School, and a Reading First grant awarded to Tornillo Elementary School.

Mr. Barreda served as the project manager for the Reading First grant, beginning the fall of 2004. At the time, Tornillo Elementary was rated "Academically Acceptable". By the second year of implementing the Reading First grant activities, the campus was rated "Exemplary". The professional development activities, curriculum alignment, use of data to modify instruction, benchmark assessments, and administrative monitoring of all grant activities led to the successful implementation of the grant, and the resulting high reading achievement of the students. As project manager, Mr. Barreda also assisted in the development of the sustainability plan, which ensured that the major components of the Reading First project continued to be implemented when the grant ended.

Mr. Barreda's other work experiences prior to Tornillo ISD include ten years of teaching and administrative experience at San Elizario ISD. He also worked for over twelve years as a teacher in the El Paso and Ysleta ISDs. Mr. Barreda has the experience and willingness to ensure the successful implementation of this intervention model.

## Texas Title I Priority Schools Grant

**Schedule #4B—Program Description**

**Part B: Program Management Comp**

**Section A: LEA Direction, Capacity** (Responses are limited to one page each front side only with [illegible] font size [illegible] Times New Roman or Verdana.)

**LEA Support** – Describe how the LEA will structure and implement an individual or office with responsibility to support/help the campus' school improvement efforts.

As stated earlier, Paso Del Norte Charter District will appoint the District Director, Maria I. Baquera, to serve as the District liaison for this grant. Ms. Baquera will assume the district responsibility of ensuring the successful implementation of the grant and the campus' implementation of the intervention model.

Ms. Baquera has currently been working for the Charter District in two different capacities – District Director, as well as the Campus Director for Paso Del Norte Academy. Despite the extra workload, she has successfully handled the responsibility of both jobs. Once the new director of Paso Del Norte Academy begins, Ms. Baquera will relinquish all campus director responsibilities. She will then be able to assume the responsibility for supporting the campus' implementation of all the grant activities.

## Texas Title I Priority Schools Grant

**Schedule #4B—Program Description**

**Part 2: Project Management (Cont.)**

**Section A (B): District Capacity** (Responses are limited to one page each. Use single-spaced, with a font size no smaller than 10 point, Arial or Helvetica.)

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

From a financial standpoint, few of the reforms to be implemented will require additional funding at the end of the grant period. Most of the reform strategies, such as developing or purchasing a viable, aligned curriculum, obtaining computers and other hardware needed for CAI, providing job-embedded professional development, and implementing formative evaluation systems to monitor and improve the instructional program, will be fully operational and will require little additional funding at the end of the grant period.

The only three initiatives to be implemented that will require funding beyond the grant period are the additional staff positions, software licensing costs, and the financial incentives for the instructional staff. Sustaining these initiatives after the grant period will be funded locally through an increase in student population. The Charter District is planning to purchase a larger facility that will allow Paso Del Norte Academy to double its population within the next three years. The increase in state dollars that the additional ADA will generate should enable the campus to continue to fund the increase in staff, software licenses, and the financial incentives.

The successful implementation of the intervention model will result in a change in the climate and culture of the school by the end of the grant period. Every stakeholder, from student to board of trustees, will want to continue to experience the successes the campus will achieve via this grant. Therefore, like every successful transformation, the reforms, strategies, and practices that resulted in the school's success will want to be continued and improved upon by the campus administration, teachers and support staff. Also, systems that become "instituted" through successful implementation will be more easily sustained as new staff members are hired through growth and replacement of exiting staff.

## Texas Title I Priority Schools Grant

### Schedule #4B - Program Description

Part 2: Project Management (cont.)

Section A: TEA (District) Capacity Resources are limited to *one page each* (front side only, with a font size no smaller than 10 pt.) per vendor.

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

It is anticipated that external providers will contribute to the intervention model in just two major areas - job-embedded professional development and curriculum materials, including on-line computer courseware. In both areas, the following rubric will be used to identify and utilize external providers:

1. Contact and consult with the local ESC (Region XIX), SIRC and the campus TAP for guidance when initially searching for an external provider.

2. When possible, secure data from multiple providers offering similar products or services.

3. Identify schools with a similar population that have used the services or materials being sought, and secure data from these schools regarding how well the external provider met their needs.

4. When possible, secure sample materials and have teachers or staff members who will actually use the product review the samples.

5. Be cost effective. Sometimes initial costs for materials or services are higher if bundled over a multi-year period, but the overall cost is lower than if single-year purchases are made.

6. External providers who will provide professional development must be able to ensure PD activities are on-going, and delivered at the campus in a manner consistent with the concept of being job-embedded.

## Texas Title I Priority Schools Grant

**Schedule #4B—Program Description**

**Part 3: Project Management Cont.**

**Section A: Ex. Instruc. Capacity** Responses are limited to one page each. Point Sites only in the Mid-Cycle Amendment process.

**Section B: Point Value** Verbal Verbal

**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.

The campus TAP has already visited a site in the El Paso area using on-line computer courseware. At this point, it is not anticipated additional site visits will be necessary. However, should an external provider, or staff from Region XIX ESC or SIRC suggests visiting a campus successfully implementing an aspect similar to our intervention model , then teachers or staff members will participate in a site visit.

Preferably, such a site visit will be conducted only if the site is in the El Paso area, and serves a demographically similar population.

The expected outcomes of such a site visit would be: 1) to assist the campus staff in the initial implementation of the intervention model; 2) to anticipate and plan for difficulties that typically arise in the implementation process: 3) to develop a collaboration with the members of the visited site in order to share ideas, seek assistance when necessary and share successes.

## Texas Title I Priority Schools Grant

**Schedule #4B – Program Description**

Part C: Project Management Con

Section [illegible] LEA (District) Capacity: Responses are limited to one page each front side only. [illegible]

Schedule [illegible]

Lack of Capacity – If the LEA is not applying to serve each Tier I school, is not applying for a [illegible] for each Tier I school, provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.

**N/A** – Paso del Norte Academy is the only Tier I school in the Paso Del Norte Charter District.

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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 in the LEA application for implementation grant. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the School Improvement Resource Center or the LEA/campus will implement the model 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**

## 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 addresses the identified needs of the campus.

(2) The timeline delineating the steps the campus will take to implement the selected intervention.

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

The process the LEA and campus followed to select the school intervention model began with identifying the needs of the campus. As stated earlier, in order to meet state and federal standards, the campus completed a needs assessment in the fall of 2009 to develop the Campus Improvement Plan. Many of the elements of the transformation model that are addressed in this application were developed as the result of the needs assessment completed last fall.

The campus SBDM committee met several times in the fall to review summative assessment data, as well as other pertinent data, such as graduation rates, attendance data, and the like. Also, some members of the committee attended training conducted by Margaret Kilgo, which provided them with additional assessment data and other information useful in developing the CIP.

The SBDM committee met to finalize and approve the CIP in January of 2010. As part of the requirements for SIP, the director and instructional program coordinator updated the 2010 CINA. The required completion of this document provided an additional opportunity for campus personnel to review and update the needs assessment.

The technical assistance provider working with the campus also provided input in the development of the campus needs assessment. Throughout the year, he has provided additional input in updating the needs assessment in order to complete the CINA. The TAP also attended training provided by SIRC, where each of the four intervention models were reviewed. The TAP also reviewed the TTIPS webinar and TTIPS on-line resources. He then met with the District Director to discuss which intervention model best meets the needs of the campus.

The District Director, Ms. Baquera, has met with the individuals assisting in the selection of the school intervention model. All are in agreement that the transformation model best fits the needs of the campus. Also, some of the elements of the transformation model have already been implemented during the 2009-10 school year.

In general, the transformation model to be implemented during the 3-year grant period includes: 1) the implementation of an on-line TEKS-based curriculum, delivered via computers and small-group and individual instruction delivered by certified teachers, 2) providing extended learning time, 3) using formative assessments to verify academic progress and provide re-teaching opportunities as needed; 4) the development and use of evaluation systems by campus leadership; 5) implementing positive behavior support systems to establish a climate that supports students in at-risk situations; 6) on-going professional development in the areas of: a) the use of CAI, b) using student performance data to develop remediation and re-teaching activities, c) establishing a school climate and environment that meets the needs of students in at-risk situations; d) building collaboration among instructional staffs; 7) providing support systems to help ensure students complete coursework, pass exit-level TAKS exams and graduate; 8) engaging parents in all school efforts to ensure students succeed academically and graduate; 9) identify students who have dropped out of local area high schools and re-enroll them in this school.

Because the campus employs only four core-area teachers, they will serve as the teacher leaders for the campus. They will participate in collaborative strategies and assist in the collection of observation data and other types of formative assessment to develop professional development goals and activities.

The timeline for implementation of the intervention model is as follows:

August, 2010
1. Selection and purchase of on-line curriculum.
2. Hiring of an IT specialist.
3. Initial professional development for instructional and administrative staff regarding the use of the on-line curriculum.
4. Selection and purchase of computers and peripherals, including computer tables and chairs.
5. Hiring of five classroom aides.
6. Hiring of a drop-out recovery specialist/social worker.

7. Initial professional development for instructional and administrative staff regarding the establishment of positive behavior support interventions for at-risk students. A PBS plan and new Code of Conduct will be developed as the summative activity for this professional development.
8. Completion of teacher appraisal instrument, developed jointly by instructional staff and campus administration.
9. First of eight monthly parent/community meetings held. At each meeting, representatives from various community service agencies will give a presentation.
10. During registration, students select morning or afternoon class schedule. (Students attend PDNA either 4 hours in the morning or 4 hours in the afternoon.)
11. Teachers begin implementation of the on-line curriculum, and deliver small-group or individual instruction to students as needed. Off-line projects and activities for students will also begin. Students move along the sequenced curriculum at their own pace, with the goal of accelerating credit recovery. Formative assessments are embedded within every course sequence, and teachers will use the results to provide needed instructional interventions and/or modify future lessons for the students.
12. Saturday tutorials begin for students not meeting academic benchmarks.

September, 2010
1. Initial professional development for instructional staff regarding differentiating curriculum and instruction for special populations (e.g. special education, ELL, G/T). Teacher collaboration will be the vehicle for continued PD in this area.
2. On-going professional development regarding the use of on-line curriculum and computer-assisted instruction.
3. Initial professional development for instructional staff and campus administration regarding the use of formative assessment data to modify curriculum and provide re-teaching opportunities.
4. Social worker begins providing drop-out prevention services and begins identifying students who have dropped from area high schools within the last six weeks.
5. Second of eight monthly parent/community meetings held.
6. Development of goals for teacher performance incentives, tied directly to student achievement, completed by instructional staff and campus and district administration.
7. Continuation of Saturday tutorials for students not meeting academic benchmarks and the initial enrollment period begins for SES services.
8. Initial professional development in the use of data-driven systems to monitor and evaluate instruction conducted by TAP or other external service provider.
9. Teachers continue implementation of the on-line curriculum, and deliver small-group or individual instruction to students as needed.

October, 2010
1. Review of Campus Improvement Plan and CINA conducted by all stakeholders.
2. On-going professional development for instructional staff and campus administration regarding the use of formative assessments to modify instruction and differentiating C & I for special populations.
3. Continuation of drop-out prevention services and recovery of recent drop-outs.
4. Third of eight monthly parent/community meetings held.
5. Continuation of Saturday tutorials and SES services for students not meeting academic benchmarks.
6. Teacher collaboration activity conducted as part of on-going development and use of differentiation to meet student needs.
7. Teachers continue implementation of the on-line curriculum, and deliver small-group or individual instruction to students as needed.

November, 2010
1. On-going professional development for instructional staff and campus administration regarding the use of formative assessments to modify instruction and differentiating C & I for special populations.
2. Continuation of drop-out prevention services and recovery of recent drop-outs.
3. Fourth of eight monthly parent/community meetings held.
4. Continuation of Saturday tutorials and SES services for students not meeting academic benchmarks.
5. All initial PDAS teacher appraisals completed and growth plans for individual teachers developed jointly by teachers and campus administration.

6. On-going professional development in the use of data-driven systems to monitor and evaluate instruction conducted by PSP or other external service providers, including webinars, podcast, etc.
7. Continuation of teacher collaboration activity conducted as part of on-going development and use of differentiation to meet student needs.
8. Teachers continue implementation of the on-line curriculum, and deliver small-group or individual instruction to students as needed.
9. Review previously developed 90-day action plan & develop new plan based on formative assessment data.

December, 2010
1. Review of Campus Improvement Plan and CINA conducted by all stakeholders.
2. On-going professional development for instructional staff and campus administration regarding the use of formative assessments to modify instruction and differentiating C & I for special populations.
3. Continuation of drop-out prevention services and recovery of recent drop-outs.
4. Fifth of eight monthly parent/community meetings held.
5. Continuation of Saturday tutorials and SES services for students not meeting academic benchmarks.
6. Continuation of teacher collaboration activity conducted as part of on-going development and use of differentiation to meet student needs.
7. Teachers continue implementation of the on-line curriculum, and deliver small-group or individual instruction to students as needed.

January, 2011
1. On-going professional development for instructional staff and campus administration regarding the use of formative assessments to modify instruction and differentiating C & I for special populations.
2. Continuation of drop-out prevention services and recovery of recent drop-outs.
3. Fifth of eight monthly parent/community meetings held.
4. Continuation of Saturday tutorials and SES services for students not meeting academic benchmarks.
5. Review of individual teacher growth plans conducted by teacher and campus administrator.
6. On-going professional development in the use of data-driven systems to monitor and evaluate instruction conducted by TAP or other external service provider.
7. Continuation of teacher collaboration activity conducted as part of on-going development and use of differentiation to meet student needs.
8. Teachers continue implementation of the on-line curriculum, and deliver small-group or individual instruction to students as needed.
9. Review of the PBS plan and continuing professional development in providing effective positive support interventions for at-risk students.

February, 2011
1. Review of Campus Improvement Plan and CINA conducted by all stakeholders.
2. On-going professional development for instructional staff and campus administration regarding the use of formative assessments to modify instruction and differentiating C & I for special populations.
3. Continuation of drop-out prevention services and recovery of recent drop-outs.
4. Sixth of eight monthly parent/community meetings held.
5. Continuation of Saturday tutorials and SES services for students not meeting academic benchmarks.
6. Review of individual teacher growth plans conducted by teacher and campus administrator.
7. Continuation of teacher collaboration activity conducted as part of on-going development and use of differentiation to meet student needs.
8. Teachers continue implementation of the on-line curriculum, and deliver small-group or individual instruction to students as needed.

March, 2011
1. On-going professional development for instructional staff and campus administration regarding the use of formative assessments to modify instruction and differentiating C & I for special populations.
2. Continuation of drop-out prevention services and recovery of recent drop-outs.
3. Seventh of eight monthly parent/community meetings held.
4. Continuation of Saturday tutorials and SES services for students not meeting academic benchmarks.
5. Review of individual teacher growth plans conducted by teacher and campus administrator.
6. On-going professional development in the use of data-driven systems to monitor and evaluate instruction conducted by PSP or other external service providers, including webinars, podcast, etc.
7. Continuation of teacher collaboration activity conducted as part of on-going development and use of differentiation to meet student needs.
8. Teachers continue implementation of the on-line curriculum, and deliver small-group or individual instruction to students as needed.
9. Review previously developed 90-day action plan & develop new plan based on formative assessment data.

April, 2011
1. Review of Campus Improvement Plan and CINA conducted by all stakeholders.
2. On-going professional development for instructional staff and campus administration regarding the use of formative assessments to modify instruction and differentiating C & I for special populations.
3. Continuation of drop-out prevention services and recovery of recent drop-outs.
4. Last monthly parent/community meeting held.
5. Continuation of Saturday tutorials and SES services for students not meeting academic benchmarks.
6. Review of individual teacher growth plans conducted by teacher and campus administrator.
7. Continuation of teacher collaboration activity conducted as part of on-going development and use of differentiation to meet student needs.
8. Teachers continue implementation of the on-line curriculum, and deliver small-group or individual instruction to students as needed.

May, 2011
1. Continuation of drop-out prevention services and recovery of recent drop-outs.
2. Continuation of Saturday tutorials and SES services for students not meeting academic benchmarks.
3. Final teacher appraisals completed.
4. Review of Campus Improvement Plan and CINA conducted by all stakeholders, with an emphasis of reviewing initial TAKS results and other summative assessments.
5. Teachers continue implementation of the on-line curriculum, and deliver small-group or individual instruction to students as needed.
6. Financial incentives paid to teachers and other instructional staff who met or exceeded established academic goals.

Summer, 2011
1. Teacher leaders and campus administrators attend the SIRC summer seminar and summer conference.
2. Review of Campus Improvement Plan and CINA conducted by all stakeholders.
3. Review previously developed 90- day action plan & develop new plan based on formative assessment data.
4. Review and revise professional development plan.

Cycle repeats for years two and three.

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## Texas Title I Priority Schools Grant

### Schedule #4B – Program Description

**Part 5: Intervention Model**

**Section 2: Groups of Participants** – List the groups of participants who will actively assist in the process to select a school intervention model that adheres to the identified needs of the campus.

| | |
|---|---|
| 1 | Irma Baquera – District Director |
| 2 | Linda Reister – Instructional Program Director |
| 3 | Rudy Barreda - Director |
| 4 | Jim Carlston - Teacher |
| 5 | Heather Huereque - Teacher |
| 6 | Ryan Warner - Teacher |
| 7 | Linda Alba - Parent |
| 8 | William Ruiz – Board of Trustees |
| 9 | Christina Sharp – El Paso Community College |
| 10 | |

## Texas Title I Priority Schools Grant

### Schedule #4B—Program Description

Part B: 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

## Texas Title I Priority Schools Grant

Schedule #4B – Program Description

Part B: Implementation Model

Section (2) 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 | All core-area (ELA, Math, Science & Social Studies) lessons modified for individual students according to their performance on formative assessments. | In a well-developed sequence of instruction, students should not move on unless they meet mastery on formative assessments. | Doing What Works. (2009). *Provide academic support and enrichment to improve academic performance.* Washington, DC: U.S. Department of Education. | August, 2010 | June, 2013 |
| 1B | Purchase and use of on-line high school curriculum in all four core areas, including AP, remedial and elective coursework. | The curriculum is aligned to the TEKS in a sequential manner, from grades 9 to 12, and provides options for all sub-groups, from G/T to special education. | Watson, J., & Gemin, B., (2008). *Using on-line learning for at-risk students and credit recovery.* | August, 2010 | June, 2013 |
| 1A, 1B & 1C | Purchase and use of computers and peripherals to provide students with computer-aided instruction. | Provide students with engaging, self-paced lessons, well sequenced & aligned to TEKS. | Watson, J., & Gemin, B., (2008). *Using on-line learning for at-risk students and credit recovery.* | August, 2010 | June, 2013 |
| 1A, 1B & 1C | Hire a tech network specialist. | The tech network specialist will maintain the campus network of computers and ensure no instructional time is lost due to computer malfunctions. | Fisher, D. (2009, April). The use of instructional time in the typical high school classroom. | August, 2010 | June, 2013 |
| 1C | Teachers will review every student's academic performance on a weekly basis and provide Saturday tutorials as needed. | Students not meeting academic benchmarks during the week will be required to attend Saturday tutorials. | Doing What Works. (2009). *Provide academic support and enrichment to improve academic performance.* Washington, DC: U.S. Department of Education. | August, 2010 | June, 2013 |
| 1A | Teachers provide small-group and individual lessons to students. | Students will benefit from additional instruction provided by a certified teacher. | Watson, J., & Gemin, B., (2008). *Using on-line learning for at-risk students and credit recovery.* | August, 2010 | June, 2013 |

Add additional pages as needed.

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## Texas Title I Priority Schools Grant

### Schedule #4B—Program Description

Part B: Intervention Model

Section B: 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 | Initial PD for teachers regarding the use of formative assessments to modify instruction via CAI and teacher-directed instruction. | Teachers need to learn how to student assessment data in order to allow students to move forward or to provide re-teaching as needed. | Center for Comprehensive School Reform and Improvement. (2006, January). *Using classroom assessment to improve teaching.* | August, 2010 | Review sessions in August of 2011 & 2012. |
| 2B & 2C | Initial PD for teachers to learn how to disaggregate individual students' TAKS data to better align the TEKS presented via CAI and accelerate credit recovery. | Teachers will need to learn how to read a student's individual TAKS report and identify individual student's strengths and weaknesses and remediate appropriately. | Center for Comprehensive School Reform and Improvement. (2006, January). *Using classroom assessment to improve teaching.* | August, 2010 | August, 2010 |
| 2B & 2C | Initial PD for teachers to learns ways to differentiate instruction for special populations, using on-line curriculum and lessons developed on their own. | To better serve students of various special pops, teachers must acquire instructional strategies to differentiate instruction both through CAI and teacher-directed lessons. | Hall, T. (2002). *Differentiated instruction.* | August, 2010 | August, 2010 |
| 2B & 2C | On-going PD for teachers developing the skills of disaggregating student data and using the data to differentiate instruction. | As students move through the on-line curriculum, teachers will need to learn how to use formative assessment data to modify and differentiate instruction as needed. | Center for Comprehensive School Reform and Improvement. (2006, January). *Using classroom assessment to improve teaching.* | Sept. 2010 | June, 2013 |
| 2C | Teachers will meet and collaborate monthly to enhance their instructional skills. | Teacher collaboration is a highly effective professional development model to enable them to develop and improve their teaching skills. | Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. | October, 2010 | June, 2013 |
| 2B | Teachers will review every students work progress on a weekly basis and provide Saturday tutorials as needed. | Students not meeting academic benchmarks during the week will be required to attend Saturday tutorials. | Duffy, H. (2007). *Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention.* | August, 2010 | June, 2013 |

Add additional pages as needed.

## 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**

| SAS Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---|---|---|---|---|---|
| 3A & 3C | Initial PD for the campus leadership regarding the use of data-driven systems to monitor & evaluate instruction. | The campus leadership needs to develop their ability to implement a systems approach to enable them to monitor the quality of instruction, identify weaknesses and remediate appropriately. | Hassel, E. A., Hassel, B. C., Arkin, M. D., Kowal, J. K., & Steiner, L. M. (2006). *School restructuring under No Child Left Behind: What works when? A guide for education leaders.* | Sept. 2010 | Sept. 2010 |
| 3A & 3C | On-going PD in the use of data-driven systems to monitor & evaluate instruction. | The development and use of systems to monitor and improve the instructional program of a campus is an on-going, long-term strategy that will require PD throughout the grant period. | Hassel, E. A., Hassel, B. C., Arkin, M. D., Kowal, J. K., & Steiner, L. M. (2006). *School restructuring under No Child Left Behind: What works when? A guide for education leaders.* | Nov. 2010 | June, 2013 |
| 3B | Teachers and campus leadership will jointly develop an appraisal instrument best suited to both CAI and teacher-directed instruction. | Collaboration among the instructional staff and campus leadership will enhance their ability to identify and solve instructional problems. | Goe, L. & Croft, A. (2009). *Methods of evaluating teacher effectiveness.* | August, 2010 | August, 2010 |
| 3B & 3C | Campus leadership and all other stakeholders to review CIP and CINA on a quarterly basis. | Stakeholders need to regularly review all formative data impacting student achievement and make adjustments to the CIP as needed. | Bernhardt, V. L. (2004). *Data analysis for continuous school improvement.* | Quarterly, beginning Oct. 2010 | May, 2013 |
| 3A, 3B, & 3C | Campus leadership will participate in PD opportunities provided by PSP and SIRC. | SIRC staff will provide PD in various modalities to campus leaders to assist in successful implementation of the grant. | Kouzes, J. M., Posner, B. Z. (2002). *The leadership challenge* (3rd ed.). | August, 2010 | June, 2013 |
| | | | | | |

Add additional pages as needed.

## Texas Title I Priority Schools Grant

**Schedule #4B—Program Description**

**Part B: Intervention Model**

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

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

| Target Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---|---|---|---|---|---|
| 4A | Students will select and attend school four hours daily, either in the morning or afternoon. | Many of the students attending PDNA work or are parents and need a flexible daily schedule. | Blackboard. (2009, June). *Credit recovery: Exploring answers to a national priority.* | August, 2010 | June, 2013 |
| 4A | Four-hour Saturday tutorials begin for students not meeting academic benchmarks. | The opportunity to receive additional instruction focused on remediating learning gaps will greatly enhance the students' ability to master the curriculum. | Doing What Works. (2009). *Provide academic support and enrichment to improve academic performance.* Washington, DC: U.S. Department of Education. | August, 2010 | May, 2013 |
| 4B | Teachers begin implementation of the on-line curriculum, and deliver small-group or individual instruction to students as needed. Students move along the sequenced curriculum at their own pace, with the goal of accelerating credit recovery. | The on-line curriculum will provide students and teachers with a well-sequenced, instructional calendar with flexible pacing, which will enhance students' ability to fill learning gaps, master the state curriculum and earn their diploma as quickly as possible. | Blackboard. (2009, June). *Credit recovery: Exploring answers to a national priority.* | August, 2010 | June, 2013 |
| 4C | Teacher collaboration activities conducted as part of on-going development and use of differentiation to meet student needs. | Teacher collaboration, along with on-going PD, is the most effective method to enable them to enhance their ability to differentiate instruction and meet all students' academic needs. | Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. | Monthly, beginning Oct. 2010 | May, 2013 |
| 4A | Students will have the option to receive SES. | SES will be provided for students desiring additional instruction to remediate learning gaps. | Doing What Works. (2009). *Provide academic support and enrichment to improve academic performance.* | Sept. 2010 | May, 2013 |
| 4A | Homebound services will be provided via on-line instruction. | Lessons delivered via CAI will enable homebound students to continue their studies and maintain their ADA. | Watson, J., & Gemin, B., (2008). *Using on-line learning for at-risk students and credit recovery.* | August, 2010 | June, 2013 |

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## Texas Title I Priority Schools Grant

Schedule #4B – Program Description

Part 3: Improvement 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 | On-going parent/community meetings to be held. At each meeting, representatives from various community service agencies will give a presentation. | Many of our students and their families are in need of various social services in order to remain in school and earn their diploma. Many times, they do not know how to access them. | Patrikakou, E., Weisberg, R., Redding, S., & Walberg, H. J. (Eds.). (2005). *School-family partnerships for children's success.* | Eight meetings a year, beginning Aug., 2010 | April, 2013 |
| 5C | Employment of a social worker with expertise in drop-out prevention and recovery. He/she will work in partnership with local social service agencies, the local ESC, and area school districts. | The social worker will work with students already enrolled in PDNA to remain in school and earn their diploma. He/she will also identify and re-enroll students recently dropped from area high schools. | Blackboard. (2009, June). *Credit recovery: Exploring answers to a national priority.* | August, 2010 | August, 2010 |
| 5A & 5B | Parents, community members and all other stakeholders to review CIP and CINA on a quarterly basis. | Parents and other stakeholders need to regularly review all formative data impacting student achievement and make suggestions for improvement. | Bernhardt, V. L. (2004). *Data analysis for continuous school improvement.* | Quarterly, beginning Oct. 2010 | May, 2013 |
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## Texas Title I Priority Schools Grant

Schedule #4B—Program Description—CSF

Part B: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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

| ESF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---|---|---|---|---|---|
| 6A & 6B | Initial professional development for instructional and administrative staff on the establishment of a positive climate for at-risk students. | Teachers and campus administrators need to learn ways to establish a positive climate and communicate positively towards students in at-risk situations. | Duffy, H. (n.d.). *Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered interventions.* | August, 2010 | August, 2010 |
| 6A & 6B | PBS plans and Code of Conduct to be developed and implemented collaboratively by teachers and campus leadership; guidance provided by initial and on-going professional development. | Implementation of an effective PBS plan will assist the staff in developing a positive climate conducive to academic success. | Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* | August, 2010 | August, 2010 |
| 6A & 6B | Teachers and administrators develop a teacher appraisal instrument, including indicators of effective implementation of the PBS plan and establishment of a positive climate. | Campus administrators will need a way to monitor teachers' ability to establish a positive climate and deal effectively with at-risk students. | National Comprehensive Center for Teacher Quality. (2009, March). *Methods of evaluating teacher effectiveness.* | August, 2010 | August, 2010 |
| 6C | Students will participate in projects and other off-line activities as part of their individualized instructional program. | Supplemental off-line, project-based activities, aligned to the students computer assisted instruction, will enhance students' mastery of the curriculum. | Watson, J., & Gemin, B., (2008). *Using on-line learning for at-risk students and credit recovery.* | August, 2010 | June, 2013 |
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Add additional pages as needed.

## Texas Title I Priority Schools Grant

Schedule #4B – Program Description
Part 2: Intervention Model
Section D: Improvement Activities and Timeline (cont.)

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

| PDAS Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Start Date | Timeline End Date |
|---|---|---|---|---|---|
| 7A | Teachers and campus leadership will jointly develop an appraisal instrument best suited to both CAI and teacher-directed instruction. | Collaboration among the instructional staff and campus leadership will enhance their ability to identify and solve instructional problems. | Birman, B. F., Desimone, L., Porter, A. C., & Garet, M. S. (2000). Designing professional development that works. | August, 2010 | August, 2010 |
| 7A | All initial PDAS teacher appraisals completed and growth plans for individual teachers developed jointly by teachers and campus administration. | Early detection of instructional weaknesses will enable individual teachers to enhance their skills and meet mutually agreed-upon academic goals. | National Comprehensive Center for Teacher Quality. (2009, March). *Methods of evaluating teacher effectiveness.* | Nov., 2010 | Nov., 2013 |
| 7A | Campus administration will use walk-thrus and other activities as part of a systemic method to monitor CAI and teacher-directed instruction and enhance the teachers' development of effective instructional strategies. | Developing effective instructional strategies is an on-going process enhanced through on-going PD and monitoring by campus leadership. | National Comprehensive Center for Teacher Quality. (2009, March). *Methods of evaluating teacher effectiveness.* | Sept., 2010 | May, 2013 |
| 7B | Teachers will participate in initial and on-going job-embedded professional development in the following areas: use of CAI; using data to drive instruction; differentiating instruction, establishing a positive climate. | Developing effective instructional strategies and dealing effectively with students in at-risk situations is an on-going process enhanced through on-going PD, customized to meet teachers' ability to enhance the achievement of students in at-risk situations. | National Comprehensive Center for Teacher Quality. (2009, March). *Methods of evaluating teacher effectiveness.* | August, 2010 | June, 2013 |
| 7C | Development of goals for teacher performance incentives, tied directly to student achievement, completed by instructional staff and campus and district administration. | Providing financial incentives to teachers for meeting or exceeding high academic goals will increase teacher retention. | National Comprehensive Center for Teacher Quality. (2007). *Paying for teachers' performance: Strategies and conditions for success.* | Sept., 2010 | Sept., 2013 |

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|---|---|---|---|---|---|
| 7C | Financial incentives pa.. to teachers and other instructional staff whose students meet or exceed established academic goals. | Providing financial incentives to teachers for meeting or exceeding high academic goals will increase teacher retention. | National Comprehensive Center for Teacher Quality. (2007). *Paying for teachers' performance: Strategies and conditions for success.* | May, 2010 | May, 2013 |
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| Add additional pages as needed. | | | | | |

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## Texas Title I Priority Schools Grant

### Schedule #4B—Program Description

Part B: Intervention Model

Section B: Other Improvement Activities and Timeline (cont.)

| Grant Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---|---|---|---|---|---|
| 1A & 4A | Hiring of five teacher aides – one for each computer lab (4 core area labs and one electives lab). | This will enable every lab to be staffed by a teacher and a teacher aide. This will enhance small-group and individual instruction provided by the teacher. | Doing What Works. (2009). *Provide academic support and enrichment to improve academic performance.* Washington, DC: U.S. Department of Education. | August, 2010 | August, 2010 |
| 3A, 3B, & 3C | The District Charter will hire a new director for PDNA. | Required by the transformation model. | Kouzes, J. M., Posner, B. Z. (2002). *The leadership challenge* (3rd ed.). | August, 2010 | August, 2010 |
| 7C | Recruit highly qualified teachers and retain only those whose students meet high academic goals. | The research is clear – teachers impact student achievement more than any other variable. | Center for Comprehensive School Reform and Improvement. (2006, January). *Using classroom assessment to improve teaching.* | August, 2010 | May, 2013 |
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Add additional pages as needed.

## Texas Title I Priority Schools Grant

Schedule #10B—Program Description

Part 2: Waiver Requests

Applicants must check the waivers for 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.*

[redacted]

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
*Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.*

☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.
*This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.*

**Texas Title I Priority Schools Grant**

**Schedule #10 - 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 information in the format TEA requests. Response limited to one page each. Text size must be at least 9 pt. Arial or Verdana.

**Section a: Ongoing Monitoring and Continuous Improvement** - Describe the management process for ongoing monitoring of grant activities to ensure continuous improvement.

The campus director, Rudy Barreda, will serve as the project manager for the grant. He will follow a systematic process to monitor grant activities and ensure grant initiatives and strategies are being implemented with fidelity.

Mr. Barreda will also participate in regularly scheduled meetings with all stakeholders to review the CIP and CINA. These SBDM meetings will enable all stakeholders to make suggestions and ensure changes to the CIP are made to ensure all grant activities are effectively implemented. During these meetings, all stakeholders will have access to variety of formative assessment data, including but not limited to: 1) individual students' course completion rate; 2) formative assessment data reflecting mastery of core curriculum; 3) drop-out rates and number of students re-enrolled; 4) attendance rates; 5) participation in professional development; 6) number of discipline referrals.

As a result of analyzing the formative assessment data, members of the SBDM committee will be able to determine the extent to which grant activities are being effectively implemented. If any activities are not being implemented with fidelity, the campus director will bear the responsibility to ensure deficiencies are addressed and rectified as needed.

As stated earlier, campus and district personnel, as well as other stakeholders on the SBDM committee, realize the needs assessment, like the CIP, is a work in progress. As formative assessment data is used to evaluate and update the CIP, new needs are identified; goals, objectives, strategies and activities are then revised in the CIP to meet these newly identified needs. The cycle continues throughout the year, with end-of-year assessment data reviewed to complete the needs assessment and CIP for the next academic year.

## Texas Title I Priority Schools Grant

**Subsection E – Performance Assessment and Evaluation**

Part I. Formative 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; font size no smaller than 9 pt. Arial or Verdana.)

Section II. 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.

Listed below are three broad categories of grant activities and accompanying process for formative evaluation, including how results will be used to improve the grant program.

1. Quality, type, and degree of planning, implementation, and evaluation of project activities; collaboration with project partners; quality and level of communication with and reporting to management on the progress of the project and any problems encountered; degree of participatory involvement practiced by the principals, teachers, parents, and, when appropriate, students.

2. Strengths and weaknesses of the project design, implementation, and evaluation; extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented.

These areas of the grant program will be evaluated on a regular basis via the campus SBDM committee. The committee will meet in October, December, February, April and May of each grant year to review the CIP and CINA. All grant activities will be included in the CIP. The CINA will reflect on-going needs of the campus, and how they are being addressed by the CIP. As stated earlier, members of the SBDM will have a variety of formative assessment data to evaluate the above-mentioned grant activities, and make recommendations that address any areas of the grant not being implemented with fidelity. The grant manager, who is also the school director, will ensure that recommendations that will improve the implementation of grant activities are acted upon in a timely manner.

3. Quality, type, and level of professional development activities; level of services actually provided to the targeted population; quality and type of curriculum that is utilized; quality and type of instruction; quality of any products or documents developed as part of the project.

These areas of the grant program will also be reviewed by the campus SBDM committee. Again, areas of concern will be identified, and recommendations made by members of the committee will be implemented. However, these areas are more specific with respect to curriculum, instruction, and professional development. Therefore, the grant manager, who is the director of the campus, will use a variety of instruments and data-driven systems to formatively assess these areas directly. If formative assessments indicate that grant activities in the areas of C & I or PD are not leading to improved student performance, then the campus director will respond quickly. He will ensure grant initiatives in these areas are being implemented with fidelity, and if not, rectify the situation appropriately. The use of the 90-day action plan will also assist the campus director in monitoring grant activities directly related to C & I and PD. Again, if the data indicates student achievement is not improving, then the campus director will make the needed changes and student achievement should show improvement within 90 days.

**Schedule #4 – Performance Assessment and Evaluation**

**Part I: 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 in 10pt size or smaller than 8pt. Arial or Verdana.

**Section A: Qualitative and Quantitative Data Collection Methods:** Describe the TEA-approved process for data collection, analysis, implementation and (1) how the data will be disaggregated, 2) used to improve instruction, and 3) data continuous improvement results.

The campus will use a variety of methods to collect data to inform stakeholders of the progress towards meeting performance goals and objectives. Quantitative sources of data to measure academic progress include the following: 1) result of students' formative assessments in all four core area subjects; 2) course completion rates and high school credits earned per semester; 3) results of TAKS benchmark assessments; 4) student progress in completing lesson modules in core area subjects. Collection of this data will be greatly enhanced through the use of the student management system, which is a part of the on-line curriculum. Some data will be collected on a weekly basis, while other data will be collected less frequently. However, no grant activity or strategy will continue beyond 90 days before data is collected, disaggregated, and analyzed to measure its effectiveness in meeting performance goals.

Other quantitative sources of data will be collected for performance goals which indirectly impact student achievement. For example, the number of discipline referrals made during a specific time period will be one type of data used to measure the effectiveness of the PBS plan.

Qualitative sources of data will be used mainly to gage the effectiveness of grant activities and strategies that indirectly impact student achievement. For example, student and parent questionnaires will be used to measure the impact the campus social worker is having on keeping students in school. Questionnaires will also help to gage the effectiveness of the PBS plan. Questionnaires and surveys will also be used to determine teachers' perceptions of the impact and effectiveness of professional development activities.

Both quantitative and qualitative data will be disaggregated in a manner that accurately reflects every student in every sub-group measured by both state and federal accountability systems. Because the campus is small, many students are part of more than one sub-group. The disaggregation of the data will ensure that the performance of all sub-groups is monitored on a regular basis.

Both types of data will be used to improve instruction. Data will be collected, disaggregated and analyzed regularly and frequently. In this way, strategies or activities that are not helping students meet performance goals can be modified or replaced. All stakeholders will be able to participate, either directly or in an advisory capacity, in the analysis of data and modification of strategies and activities.

The cycle of data collection, analysis, disaggregation, and program modifications will lead the campus in a direction of continuous improvement. As stated earlier, the members of the campus SBDM committee understand that the needs assessment and CIP are living documents. The use of a 90 day action plan will assist in ensuring all grant activities and strategies are scrutinized and continually updated so that student achievement is constantly improving.

## Texas Title I Priority Schools Grant

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

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

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

(Responses are limited to two pages, front side only, with a font size not smaller than 9 points (Arial or Verdana).)

As stated earlier in this application, the campus SBDM committee has already conducted a thorough needs assessment, as well as the CINA. The campus improvement plan (CIP) includes performance goals and objectives to be met by the summer of 2010. The district director and TAP are using those goals and objectives as the starting point for the development of the campus performance goals to be incorporated in this grant.

During the summer of 2010, the campus SBDM committee will meet again to review 2010 TAKS results and other forms of summative data to determine the extent to which the performance goals were met. They will then begin the development of an updated needs assessment. The completed needs assessment will in turn drive the development of the next year's CIP. The new CIP will incorporate the performance goals included in this grant.

The district director and TAP will guide the campus SBDM committee in the development of the performance goals to ensure that they reflect the broad goals of this grant. Also, the performance goals must be in alignment with the annual performance goals set forth in the grant.

Members of the campus SBDM committee include the following:

1. The district director, who serves as a district representative on the committee
2. The campus director
3. Two core teachers and one elective teacher
4. The curriculum program director
5. The campus social worker
6. Two parents
7. One business or community representative
8. One board member, representing the charter district

One pre-grant activity will be the development of the 90-day action plan. That plan will, of course, include the campus performance goals. At the end of the 90-days, the action plan will be reviewed. Formative assessment data will inform the SBDM committee if grant strategies and activities are leading to attainment of the performance goals. Adjustments to performance goals may be made at that time, and become part of the next 90-day action plan. This cycle will continue throughout the grant period.

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DW 8/26/10

## 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 | 86% | 90% | 92% | 95% |
| 2 | Improve Student Achievement in Mathematics | TAKS | 61% | 71% | 81% | 85% |
| 3 | Improve Student Achievement in Science | TAKS | 51% | 71% | 81% | 85% |
| 4 | Improve Student Achievement in Social Studies | TAKS | 94% | 95% | 96% | 98% |
| 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 | Attendance at initial and on-going PD regarding the use of data to drive instruction | Attendance Records | 85% attendance rate | 95% attend. rate | 98% attend. rate | 100% attend. rate |
| 2 | Attendance at initial and on-going PD regarding differentiating instruction for special populations | Attendance Records | 85% attendance rate | 95% attend. rate | 98% attend. rate | 100% attend. rate |
| 3 | Weekly review of student work and update of student progress. | Progress Charts for every student updated weekly. | 0% completed every week | 98% completed every week | 99% completed every week | 100% completed every week |
| 4 | Attendance at monthly teacher collaboration meetings. | Attendance Records | 50% attend. rate | 95% attend. rate | 98% attend. rate | 100% attend. rate |
| 5 | Use of students' individual TAKS report to develop CAI lessons at the beginning of each semester. | Success rate on initial CAI Lessons developed for every student | 0% use of TAKS date to drive instruction | 95% success rate on initial CAI lessons. | 95% success rate on initial CAI lessons. | 95% success rate on initial CAI lessons. |

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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 | Campus leadership attend initial and on-going PD regarding the use of data-driven systems to monitor & evaluate instruction. | Attendance Records | 85% attend. rate | 95% attend. rate | 98% attend. rate | 100% attend. rate |
| 2 | Development of an appraisal instrument best suited to both CAI and teacher-directed instruction. | Actual Appraisal Instrument | No previous development of appraisal instrument. | Developed and used 2010-2011 | Refined and used 2011-2012 | Refined and used 2011-2012 |
| 3 | Campus leadership and all other stakeholders to review CIP and CINA on a quarterly basis. | CIP & CINA reflect updating on a quarterly basis. | Not updated since Jan. 2010 | Updated 4 times by summer, 2011. | Updated 4 times by summer, 2012 | Updated 4 times by summer, 2013. |
| 4 | Campus leadership will participate in PD opportunities provided by PSP and SIRC. | Attendance Records | 80% attend. Rate at SIRC PD. | 95% attend. rate | 97% attend. rate | 100% attend. rate |
| 5 | | | | | | |

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---|---|---|---|---|---|
| 1 | Four-hour Saturday tutorials held for students not meeting academic benchmarks. | Attendance Records | 70% attend. rate | 95% attend. rate | 97% attend. rate | 98% attend. rate |
| 2 | Pace of students earning high school credits. | Course completion rates | 75% earn 3 credits per 6 week semester | 85% earn 3 or more credits per 6 week semester | 90% earn 3 or more credits per 6 week semester | 95% earn 3 or more credits per 6 week semester |
| 3 | Student enrollment for SES. | Total SES applications submitted | <1% of students submitted applications | At least 10% of students submit application | At least 20% of students submit application | At least 30% of students submit application |
| 4 | Percentage of students receiving homebound services who need the service during each academic year | Homebound enrollment records | 70% | 85% | 90% | 95% |

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---|---|---|---|---|---|
| 1 | Number of parents attending at least one of eight parent/community meetings. | Attendance Records | 30% of parents attended one of two parent nights in 2009-10. | Average of 20 parents attending each mtg. | Average of 25 parents attending each mtg. | Average of 30 parents attending each mtg. |
| 2 | Completion and graduation rates. | AEIS Report | 33.3% graduated, 2008 | 45% grad rate 2010 | 55% grad rate 2011 | 65% grad rate 2012 |
| 3 | Parents, community members and all other stakeholders to review CIP and CINA on a quarterly basis. | CIP & CINA reflect updating on a quarterly basis. | Updated Jan. 2010 | Updated 4 times by summer, 2011 | Updated 4 times by summer, 2012 | Updated 4 times by summer, 2013 |
| 4 | Number of recovered drop-outs from area high schools by social worker/dropout specialist. | Enrollment Records | No social worker previously employed. | 20 drop-outs re-enrolled | 35 drop-outs re-enrolled | 50 drop-outs re-enrolled |

**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 | Attendance at initial and on-going professional development activities for instructional and administrative staff on the establishment of a positive climate for at-risk students. | Attendance Records | No previous PD regarding the use of PBIS systems. | 95% attend. rate | 98% attend. rate | 100% attend. rate |
| 2 | Effective development and implementation of PBS plans and Code of Conduct. | Annual Attendance Rate (AEIS) | 91.3% (2008) | 93% | 94% | 95% |
| 3 | Effective development and implementation of PBS plans and Code of Conduct. | Number of Discipline Referrals in an academic year | Approx. 300 | <150 | <100 | <75 |
| 4 | Students will participate in projects and other off-line activities as part of their individualized instructional program. | Percentage of students completing off-line projects | 0% (none offered) | 90% | 95% | 100% |

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8/26/10

## Texas Title I Priority Schools Grant

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

**Part 3: Annual Performance Goals**

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---|---|---|---|---|---|
| 1 | Teachers and campus leadership will jointly develop an appraisal instrument best suited to both CAI and teacher-directed instruction. | Actual Appraisal Instrument | No previous development. | Instrument developed 2010-11 | Instrument refined 2011-12 | Instrument refined 2011-12 |
| 2 | All initial PDAS teacher appraisals completed and growth plans for individual teachers developed jointly by teachers and campus administration. | Percentage of appraisals completed & growth plans developed by Nov. 30 | 0% | 90% | 95% | 100% |
| 3 | Campus administration will use walk-thrus and other activities as part of a systemic method to monitor CAI and teacher-directed instruction and enhance the teachers' development of effective instructional strategies. | Number of walk-thrus per teacher completed annually | 3 per teacher | 5 per teacher | 8 per teacher | 10 per teacher |
| 4 | Financial incentives paid to teachers and other instructional staff who met or exceeded established academic goals. | Percentage of teachers receiving incentive | 0% | 50% | 75% | 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 | Hiring of five teacher aides. | Employment records | No additional aides hired 2009-10. | 5 aides hired by Sept., 2010 | 5 aides employed 2011-12 | 5 aides employed 2011-12 |
| 2 | Hiring of a new director for PDNA. | Employment records | Previous director assumed duties May 2009. | New director hired by Aug., 2010 | N/A | N/A |
| 3 | Teachers not meeting growth plan objectives and pre-established academic goals will not be re-hired for the next school year. | Increase in the percentage of teachers meeting growth plan & academic goals | 25% | 70% | 80% | 90% |

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## Texas Title I Priority Schools Grant

### Schedule #4b--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. | ☒ | ☒ | ☒ |

#### Barrier: Gender-Specific Bias

| # | Strategies for Gender-specific Bias | Students | Teachers | Others |
|---|---|---|---|---|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | ☐ | ☐ | ☐ |
| A02 | Provide staff development on eliminating gender bias | ☐ | ☐ | ☐ |
| A03 | Ensure strategies and materials used with students do not promote gender bias | ☐ | ☐ | ☐ |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | ☐ | ☐ | ☐ |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | ☐ | ☐ | ☐ |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | ☐ | ☐ | ☐ |
| A99 | Other (Specify) | ☐ | ☐ | ☐ |

#### Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|---|---|---|---|---|
| B01 | Provide program information/materials in home language | ☐ | ☐ | ☐ |
| B02 | Provide interpreter/translator at program activities | ☐ | ☐ | ☐ |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | ☐ | ☐ | ☐ |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | ☐ | ☐ | ☐ |
| B05 | Develop/maintain community involvement/participation in program activities | ☐ | ☐ | ☐ |
| B06 | Provide staff development on effective teaching strategies for diverse populations | ☐ | ☐ | ☐ |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | ☐ | ☐ | ☐ |
| B08 | Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider | ☐ | ☐ | ☐ |
| B09 | Provide parenting training | ☐ | ☐ | ☐ |
| B10 | Provide a parent/family center | ☐ | ☐ | ☐ |
| B11 | Involve parents from a variety of backgrounds in decision making | ☐ | ☐ | ☐ |
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | ☐ | ☐ | ☐ |
| B13 | Provide child care for parents participating in school activities | ☐ | ☐ | ☐ |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | ☐ | ☐ | ☐ |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program | ☐ | ☐ | ☐ |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | ☐ | ☐ | ☐ |

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## Texas Title I Priority Schools Grant

### Schedule #4B – 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 | ☐ | ☐ | ☐ |
| B18 | Coordinate with community centers/programs | ☐ | ☐ | ☐ |
| B19 | Seek collaboration/assistance from business, industry, or institution of higher education | ☐ | ☐ | ☐ |
| 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 | ☐ | ☐ | ☐ |
| 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 | ☐ | ☐ | ☐ |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | ☐ | ☐ | ☐ |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | ☐ | ☐ | ☐ |
| B99 | Other (Specify) | ☐ | ☐ | ☐ |

#### Barrier: Gang-Related Activities

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

#### Barrier: Drug-Related Activities

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

## Texas Title I Priority Schools Grant

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

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

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

**Barrier: Visual Impairments**

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|---|---|---|---|---|
| E01 | Provide early identification and intervention. | ☐ | ☐ | ☐ |
| E02 | Provide Program materials/information in Braille. | ☐ | ☐ | ☐ |
| E03 | Provide program materials/information in large type. | ☐ | ☐ | ☐ |
| E04 | Provide program materials/information on tape. | ☐ | ☐ | ☐ |
| E99 | Other (Specify) | ☐ | ☐ | ☐ |

**Barrier: Hearing Impairments**

| # | Strategies for Hearing Impairments | Students | Teachers | Others |
|---|---|---|---|---|
| F01 | Provide early identification and intervention. | ☐ | ☐ | ☐ |
| F02 | Provide interpreters at program activities. | ☐ | ☐ | ☐ |
| F99 | Other (Specify) | ☐ | ☐ | ☐ |

**Barrier: Learning Disabilities**

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|---|---|---|---|---|
| G01 | Provide early identification and intervention. | ☐ | ☐ | ☐ |
| G02 | Expand tutorial/mentor programs. | ☐ | ☐ | ☐ |
| G03 | Provide staff development in identification practices and effective teaching strategies. | ☐ | ☐ | ☐ |
| G04 | Provide training for parents in early identification and intervention. | ☐ | ☐ | ☐ |
| G99 | Other (Specify) | ☐ | ☐ | ☐ |

**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. | ☐ | ☐ | ☐ |
| H99 | Other (Specify) | ☐ | ☐ | ☐ |

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## Texas Title I Priority Schools Grant

### Schedule #4D – Equitable Access and Participation Barriers and Strategies

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|---|---|---|---|---|
| L01 | Coordinate with social services agencies | ☐ | ☐ | ☐ |
| L02 | Establish partnerships with parents of highly mobile families. | ☐ | ☐ | ☐ |
| L03 | Establish/maintain timely record transferal system. | ☐ | ☐ | ☐ |
| L99 | Other (Specify) | ☐ | ☐ | ☐ |

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

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## Texas Title I Priority Schools Grant

### Schedule #10B - Equitable Access and Participation: Barriers and Strategies

**Barrier: Shortage of Qualified Personnel**

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|---|---|---|---|---|
| N01 | Develop and implement a plan to recruit and retain qualified personnel. | ☐ | ☐ | ☐ |
| N02 | Recruit and retain teachers from a variety of racial, ethnic, and language minority groups. | ☐ | ☐ | ☐ |
| N03 | Provide mentor program for new teachers. | ☐ | ☐ | ☐ |
| N04 | Provide intern program for new teachers. | ☐ | ☐ | ☐ |
| N05 | Provide professional development in a variety of formats for personnel. | ☐ | ☐ | ☐ |
| N06 | Collaborate with colleges/universities with teacher preparation programs. | ☐ | ☐ | ☐ |
| N99 | Other (Specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| # | Strategies for Lack of Knowledge regarding Program Benefits | Students | Teachers | Others |
|---|---|---|---|---|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities & benefits. | ☐ | ☐ | ☐ |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits. | ☐ | ☐ | ☐ |
| P03 | Provide announcements to local radio stations & newspapers about program activities/benefits. | ☐ | ☐ | ☐ |
| P99 | Other (Specify) | ☐ | ☐ | ☐ |

**Barrier: Lack of Transportation to Program Activities**

| # | Strategies for Lack of Transportation to Program Activities | Students | Teachers | Others |
|---|---|---|---|---|
| Q01 | Provide transportation for parents and other program beneficiaries to activities. | ☐ | ☐ | ☐ |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school. | ☐ | ☐ | ☐ |
| Q03 | Conduct program activities in community centers and other neighborhood locations. | ☐ | ☐ | ☐ |
| Q04 | Other (Specify) | ☐ | ☐ | ☐ |

**Barrier: Other Barrier**

| # | Strategies for Other Barrier | Students | Teachers | Others |
|---|---|---|---|---|
| Z99 | Other Barrier:<br>Other Strategy: | ☐ | ☐ | ☐ |

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DW 8/26/10

## Texas Title I Priority Schools Grant

## Schedule #5—Program Budget Summary

**Program Authority:**
**P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5**
**CFDA # 84.388A & 84.377A**

**Fund Code**
ARRA (CFDA# 84.388A): **286**
Regular (CFDA# 84.377A): **276**

**Project Period: August 1, 2010 through June 30, 2013**

| Class/Object Code and Description | | | Campus Grant Costs | LEA Admin Grant Costs | Pre-Award Cost | Total Grant Funds Budgeted |
|---|---|---|---|---|---|---|
| Payroll Costs | 5B | 6100 | $515,000 | 0 | 0 | $515,000 |
| Professional and Contracted Services | 5C | 6200 | $305,520 | 0 | 0 | $305,520 |
| Supplies and Materials | 5D | 6300 | $171,500 | 0 | 0 | $171,500 |
| Other Operating Costs | 5E | 6400 | $ 35,400 | 0 | 0 | $ 35,400 |
| Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only) | 5G | 6600/ 15XX | 0 | 0 | 0 | 0 |
| | Total Direct Costs | | $1,027,420 | 0 | 0 | $1,027,420 |
| | 3.5% Indirect Costs | | | 0 | 0 | 0 |
| **Grand Total** | | | | | | |
| Total Budgeted Costs: | | | $ 1,027,420 | 0 | 0 | $1,027,420 |

| **Administrative Cost Calculation** | |
|---|---|
| Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs | $1,027,420 |
| Multiply by 3.5 (3.5% limit) | $ 35,960 |
| Enter Maximum Allowable for Administration, including Indirect Costs | $ 35,960 |

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|---|---|---|

DW 8/26/10

## 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 $ 453,287

Year 2: SY 2011-2012 $ 288,567 *

Year 3: SY 2012-2013 $ 285,566 *

* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.

**Provide any necessary explanation or clarification of budgeted costs**

Budget costs for year one include one-time only costs: on-line curriculum, computers and computer furniture. Professional development and general supply costs are also reduced in years two and three.

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|---|---|---|

DW 8/26/10

## Texas Title I Priority Schools Grant

### Schedule #5B—Payroll Costs (6100)

**Budgeted Costs**

| | Employee Position Titles | Justification | #Full-Time Effort | #Part-Time Effort | Pre-Award | Amount Budgeted |
|---|---|---|---|---|---|---|
| **Instruction** | | | | | | |
| 1 | Teacher | | | | | |
| 2 | Educational Aide | To assist and enhance small group and individual instruction. | 4 | 0 | 0 | $245,000 |
| 3 | Tutor | | | | | |
| **Program Management and Administration** | | | | | | |
| 4 | Project Director | | | | | |
| 5 | Project Coordinator | | | | | |
| 6 | Teacher Facilitator | | | | | |
| 7 | Teacher Supervisor | | | | | |
| 8 | Secretary/Administrative Assistant | | | | | |
| 9 | Data Entry Clerk | | | | | |
| 10 | Grant Accountant/Bookkeeper | | | | | |
| 11 | Evaluator/Evaluation Specialist | | | | | |
| **Auxiliary** | | | | | | |
| 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 | | | | | |
| **Other Employee Positions** | | | | | | |
| 22 | Title: Computer Network Specialist | | 1 | 0 | 0 | $150,000 |
| 23 | Title: | | | | | |
| 24 | Title: | | | | | |
| 25 | Title: | | | | | |
| 26 | | | | **Subtotal Employee Costs** | **$ 0** | **$395,000** |
| **Substitute, Extra-Duty, Benefits** | | | | | | |
| 27 | 6112 | Substitute Pay | | | | |
| 28 | 6119 | Professional Staff Extra-Duty Pay | | | | |
| 29 | 6121 | Support Staff Extra-Duty Pay | | | | |
| 30 | | Employee Benefits – Performance Incentive pay | | | $ 0 | $120,000 |
| 31 | | | | **Subtotal Substitute, Extra-Duty, Benefits Costs** | **$ 0** | **$ 120,000** |
| | | | | | | |
| 32 | | | | **Grand Total Payroll Budget (line 26 + line 31)** | **$ 0** | **$515,000** |
| | | | | | | |

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|---|---|---|

DW 8/26/10

## Texas Title I Priority Schools Grant

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

| | Expense Item Description | Pre-Award | Total Amount Budgeted |
|---|---|---|---|
| 6212 | Audit Costs (other than audits required under OMB Circular A-133)<br>Specify purpose | | $ 0 |
| 6269 | Rental or Lease of Buildings, Space in Buildings, or Land<br>Specify purpose and provide calculation: | | 0 |
| 6299 | Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)<br>Specify purpose: | | 0 |
| 6299 | Scholarships and Fellowships (not allowed for nonprofit charter schools)<br>Specify purpose: | | 0 |
| **Subtotal** | | | |
| | **6200 – Professional and Contracted Services Cost Requiring Specific Approval** | | **$0** |

**Professional and Consulting Services (6219/6239) Less than $10,000**

| # | Topic/Purpose/Service | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
|---|---|---|---|---|
| 1. | Professional development regarding PBS provided by ESC 19 | $ 4,000 | 0 | $4,000 |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| **Subtotal** | | | | |
| | **Professional and Consulting Services Less than $10,000** | | **$ 0** | **$4,000** |

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

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

Drop-out prevention and other social work services

| Contractor's Cost Breakdown of Service to be Provided | | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
|---|---|---|---|---|---|
| | Contractor's Payroll Costs<br>Title: Communities in Schools – Social Worker | 1 | $ 105,000 | 0 | $105,000 |
| | Subgrants, Subcontracts, Subcontracted Services | | | | |
| | Supplies and Materials | | | | |
| | Other Operating Costs | | | | |
| | Capital Outlay (Subgrants Only) | | | | |
| | Indirect Cost (_____%) | | | | |
| | **Total Payment:** | | **$ 105,000** | **0** | **$105,000** |

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|---|---|---|

DW 8/26/10

# Texas Title I Priority Schools Grant

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

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

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

On-site, job-embedded professional development services regarding use of data to provide effective differentiated instruction.

| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
|---|---|---|---|---|
| Contractor's Payroll Costs | 1 | $ 86,400 | 0 | $86,400 |
| Title: Kingston Resources | | | | |
| Subgrants, Subcontracts, Subcontracted Services | | | | |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| **Total Payment:** | | **$ 86,400** | **0** | **$86,400** |

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

On-site, job-embedded professional development regarding the use and management of computer-aided instruction

| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
|---|---|---|---|---|
| Contractor's Payroll Costs | 1 | $ 20,120 | 0 | **$20,120** |
| Title: Educational Technology Learning | | | | |
| Subgrants, Subcontracts, Subcontracted Services | | | | |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| **Total Payment:** | | **$ 20,120** | **0** | **$20,120** |

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

Summer Team Training and other professional development provided by SIRC and required as part of the Texas Transformation Model. SIRC.

| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
|---|---|---|---|---|
| Contractor's Payroll Costs | | $90,000 | | $90,000 |
| Title: SIRC | | | | |
| Subgrants, Subcontracts, Subcontracted Services | | | | |
| Supplies and Materials | | | | |
| Other Operating Costs | | | | |
| Capital Outlay (Subgrants Only) | | | | |
| Indirect Cost (____%) | | | | |
| **Total Payment:** | | | | |
| **Subtotal: Professional and Consulting Services Greater Than or Equal to $10,000:** | | $90,000 | | **$90,000** |

| | | | |
|---|---|---|---|
| Subtotal of Professional and Contracted Services Costs Requiring Specific Approval: | 0 | 0 | 0 |
| Subtotal of Professional and Consulting Services or Subgrants Less than $10,000: | $ 4,000 | 0 | $ 4,000 |
| Subtotal of Professional and Consulting Services Greater than or Equal to $10,000: | $301,520 | 0 | $301,520 |
| Remaining 6200- Professional and Contracted Services that do not require specific approval: | 0 | 0 | 0 |
| **Grand Total:** | **$305,520** | **0** | **$305,520** |

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DW 8/26/10

## Texas Title I Priority Schools Grant

### Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval

| Expense Item Description | | | | | Pre-Award | Total Budgeted |
|---|---|---|---|---|---|---|
| 6399 | Technology Hardware- Not Capitalized | | | | $ 0 | $30,000 |
| | # | Type | Purpose | Quantity | | |
| | 1 | Desktop Computer | To enable students to receive computer-assisted instruction. | 100 | | |
| | 2 | | | | | |
| | 3 | | | | | |
| | 4 | | | | | |
| | 5 | | | | | |
| 6399 | Technology Software- Not Capitalized | | | | $ 0 | $65,500 |
| 6399 | Supplies and Materials Associated with Advisory Council or Committee | | | | 0 | 0 |
| | | | | **Total Supplies and Materials Requiring Specific Approval:** | **$ 0** | **$95,500** |
| | | | | **Remaining 6300- Supplies and Materials that do not require specific approval** | **$ 0** | **$ 76,000** |
| | | | | **Grand Total** | **$ 0** | **$ 171,500** |

| For TEA Use Only<br>Adjustments and/or annotations made on this page have been confirmed with | TEXAS EDUCATION AGENCY<br>Standard Application System (SAS) | 071-803<br>County-District No. |
|---|---|---|
| by telephone/e-mail/FAX on _____<br>by _____ of TEA. | School Years 2010-2013 | _____<br>Amendment No. |

## Texas Title I Priority Schools Grant

### Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval

| | Expense Item Description | Pre-Award | Total Budgeted |
|---|---|---|---|
| 6411 | Out of State Travel for Employees (includes registration fees) | | |
| | Specify purpose: | | |
| 6412 | Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) | | |
| | Specify purpose: | | |
| 6413 | Stipends for Non-Employees (specific approval required only for nonprofit charter schools) | | |
| | Specify purpose: | | |
| 6419 | Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) | | |
| | Specify purpose: | | |
| 6411/ 6419 | Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) | | |
| | Specify purpose: | | |
| 6429 | Actual losses which could have been covered by permissible insurance | | |
| 6490 | Indemnification Compensation for Loss or Damage | | |
| 6490 | Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management) | | |
| 6499 | Membership Dues in Civic or Community Organizations (Not allowable for University applicants) | | |
| | Specify name and purpose of organization: | | |
| | Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) | | |
| | Specify purpose: | | |
| | **Total 64XX- Operating Costs Requiring specific approval:** | **$ 0** | **$ 0** |
| | **Remaining 6400 – Other Operating Costs that do not require specific approval:** | **$ 0** | **$35,400** |
| | **Grand Total** | **$ 0** | **$35,400** |

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.

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.

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.

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.

**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;

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, <u>Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education</u>:**

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

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.

**LL. High-Risk Status, Special Conditions, and Enforcement Actions:** Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

| SCHEDULE #6 B<br>Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions | TEXAS EDUCATION AGENCY<br>Standard Application System<br>School Years 2010-2013 | 071-803<br>County-District No. |
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## Texas Title I Priority Schools Grant

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.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**Certification**

(1) The prospective lower tier participant certifies, by signature on SAS Schedule #1 and by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

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

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

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

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

| SCHEDULE #6C.<br>Lobbying Certification | TEXAS EDUCATION AGENCY<br>**Standard Application System**<br>**School Years 2010-2013**<br>Required for all federally funded grants greater than $100,000. | 071-803<br>County-District No. |
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## Texas Title I Priority Schools Grant

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 11/89
As amended by the Texas Education Agency 03/90

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

## Texas Title I Priority Schools Grant

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

A. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

B. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities.

C. The public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes.

D. The applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

E. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the Texas Education Agency, the Secretary of Education or other federal officials.

F. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program.

G. The applicant will submit such reports to the Texas Education Agency (which shall make the reports available to the Governor) and the Secretary of Education, as the Texas Education Agency and the Secretary of Education may require to enable the Texas Education Agency and the Secretary of Education to perform their duties under each such program.

H. The applicant will maintain such records, provide such information, and afford access to the records as the Agency (after consultation with the Governor) or the Secretary may find necessary to carry out the Agency's or the Secretary's duties.

I. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.

J. **Gun-Free Schools Act:** The local education agency assures that it is in compliance with Section 37.007(e) of the Texas Education Code, which requires expulsion of a student who brings to school or possesses at school a firearm as defined by 18 U.S.C. Section 2891 [pursuant to the requirements in P. L. 107-110, Section 4141(d)(1)]. In addition, the local educational agency certifies that it has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to school [P. L. 107-110, Section 4141(h)(1)].

K. **Student Records Transfer**: The local educational agency shall ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable state law (P. L. 107-110, section 5208).

L. **Consolidation of Administrative Funds**: A local educational agency, with the approval of TEA, may consolidate and use for the administration of one or more programs under the No Child Left Behind Act not more than the percentage, established in each program, of the total available for the local educational agency under those programs. A local educational agency that consolidates administrative funds shall not use any other funds under the programs included in the consolidation for administration for that fiscal year. Consolidated administrative funds shall be used for the administration of the programs covered and may be used for coordination of these programs with other federal and non-federal programs and for dissemination of information regarding model programs and practices.

M. **Privacy of Assessment Results**: Any results from an individual assessment referred to in the No Child Left Behind Act of a student that become part of the education records of the student shall have the protections provided in section 444 of the General Education Provisions Act [P. L. 107-110, section 9523 and the Family Educational Rights and Privacy Act (FERPA) of 1975, as amended].

## Texas Title I Priority Schools Grant

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).

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.

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.

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;

(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 signature on Schedule #1 – General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.

## Texas Title I Priority Schools Grant

**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

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

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--

(A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
(B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
(C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
(D) Expand the school program to offer full-day kindergarten or pre-kindergarten.

25) The LEA **may** also implement other strategies for providing operational flexibility and intensive support, such as--
(A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
**(B)** Implement a per-pupil school-based budget formula that is weighted based on student needs.

**Statutory Program Assurances**

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

**TEA Program Assurances**

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798
   a. The Model Selection and Description Report must be submitted to TEA no later than **February 1, 2011**. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:
      i. Comprehensive Needs Assessment process.
      ii. Establish the grant budget by the required categories.
      iii. Identification and Selection of the intervention model.
      iv. Development of activities to implement selected intervention model.
      v. Development of Timeline of Grant Activities.

2) The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
3) The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.

4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will it implement the following federal requirements.
    1. Develop and increase teacher and school leader effectiveness.
       A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
       B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
       C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
       D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
          1. Takes into account data on student growth as a 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.

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

## Texas Title I Priority Schools Grant

**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.

**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.

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)

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

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

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

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

1. **Examination of Records:** The Comptroller General of the United States and any of its employees, contractors, agents, representatives, or designees, may examine any records related to obligations and use by any state or local government of funds made available under ARRA. (Section 901[b]).

2. **Access of Government Accountability Office (GAO):** Each contract and each subcontract awarded using funds made available under ARRA shall provide that the Comptroller General of the United States and his representatives are authorized to examine any records of the contractor or any of its subcontractors, or any State or local agency administering such contract, that directly pertain to, and involve transactions relating to, the contract or subcontract and to interview any officer or employee of the contractor or any of its subcontractors, or of any State or local government agency administering the contract, regarding such transactions (Section 902).

3. **Reviews by Inspector General:** The inspector general of the U.S. Department of Education shall review, as appropriate, any concerns raised by the public about specific investments using funds made available in this Act. Any findings of such reviews shall be relayed immediately to the Secretary of Education. In addition, the findings of such reviews, along with any audits conducted by any inspector general of ARRA funds, shall be posted on the inspector general's website and linked to the recovery.gov website, except that portions of reports may be redacted to the extent the portions would disclose information that is protected from public disclosure under sections 552 and 552a of Title 5, United States Code (Section 1514).

4. **Access of Offices of Inspector General to Certain Records and Employees**: With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).
5. **Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the www.recovery.gov website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).

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

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

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

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

1. **Consolidation of ARRA Administrative Funds:** Due to the significant reporting requirements under ARRA, **it is not known at this time whether grantees may consolidate ARRA administrative funds with other NCLB consolidated administrative funds**. TEA will issue further guidance with regard to this provision once guidance is provided by the U.S. Department of Education. If ARRA funds are permitted to be consolidated with other NCLB consolidated administrative funds, grantees must still be able to report the types and number of jobs that were created or saved with ARRA funds.

2. **Combining ARRA funds on a Schoolwide Program.** ARRA funds are permitted to be used on a Title I Part A schoolwide Campus/Program, funds may be combined with other funding sources, but grantees still must be able to identify precisely the items of obligation and expenditure for ARRA reporting. You must also be able to report the types and number of jobs that were created or saved with ARRA funds.

3. **Special Contracting Provisions**: To the maximum extent possible, contracts funded under the ARRA shall be awarded as fixed-price contracts through the use of competitive procedures. A summary of any new contract awarded with ARRA funds that is not fixed-price and not awarded using competitive procedures shall be posted in a special section of the www.recovery.gov website established by the Recovery Accountability and Transparency Board (Section 1554).

4. **Use of Funds for Certain Expenditures Prohibited:** ARRA funds shall not be used for any casino or other gambling establishment, aquarium, zoo, golf course, or swimming pool (Section 1604).

5. **Use of Funds for Construction Prohibited:** Unless specifically authorized in the applicable program statute, regulations, guidelines, Request for Application (RFA), TEA Standard Application System (SAS), the approved grant application, or other written authorization, none of the ARRA additional formula funds shall be used for construction, remodeling, or renovation.

6. **Buy American - Use of American Iron, Steel, and Manufactured Goods:** If construction is allowed and approved pursuant to the previous paragraph pertaining to "Use of Funds for Construction Prohibited", none of the funds may be used for the construction, alteration, maintenance, or repair of a public building or public work unless all of the iron, steel, and manufactured goods used in the project are produced in the United States unless waived by the Secretary of Education (Section 1605).

7. **Wage Rate Requirements for Contracted Laborers and Mechanics– Compliance with the Davis-Bacon Act:** Subject to further clarification issued by the Office of Management and Budget, and notwithstanding any other provision of law and in a manner consistent with other provisions of ARRA, all laborers and mechanics employed by contractors and subcontractors on projects funded directly by or assisted in whole or in part by and through the Federal Government pursuant to this award shall be paid wages at rates not less than those prevailing on projects of a character similar in the locality as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40, United States Code. With respect to the labor standards specified in this section, the Secretary of Labor shall have the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 (64 Stat. 1267; 5 U.S.C. App.) and section 3145 of title 40, United States Code (Section 1606).

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

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

| For TEA Use Only<br>Adjustments and/or annotations made on this page have been confirmed with<br>Rudy Barreda<br>by telephone/e-mail/FAX on 8/20/10 by<br>mlr of TEA. | TEXAS EDUCATION AGENCY<br>Standard Application System (SAS)<br>School Years 2010-2013 | Paso Del Norte Charter<br>LEA Name<br>Paso Del Norte Academy<br>Campus Name<br>74-2894092<br>9-Digit Vendor ID#<br>NOGA ID# (Assigned by TEA) | 071-803<br>County-District#<br>001<br>Campus Number<br>19<br>ESC Region<br>8=11-10<br>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**

| | | |
|---|---|---|
| **Milestones** | **A** | **Use data to drive instruction** |
| | **B** | **Align the high school curriculum within and among grade levels** |
| | **C** | **Consistent monitoring of instruction by campus leadership** |

| | | |
|---|---|---|
| **2. Increase the Use of Quality Data to Drive Instruction** | | |
| Milestones | A | Data Disaggregation and Training |
| | B | Data-Driven decisions |
| | C | On-going Communication |
| **3. Increase Leadership Effectiveness** | | |
| Milestones | A | On-going, job-embedded professional development for the campus leaders |
| | B | Operational flexibility afforded by district |
| | C | Effective use of data and resources to improve student performance |
| **4. Increase Learning Time** | | |
| Milestones | A | Flexible scheduling |
| | B | An instructionally-focused school calendar |
| | C | Adequate time for staff collaboration and instructional planning |
| **5. Increase Parent / Community Involvement** | | |
| Milestones | A | Increase opportunities for parent and community input |
| | B | Effective communication between the school, parents and community members |
| | C | Access to community services for students and their families |
| **6. Improve School Climate** | | |
| Milestones | A | Increase student attendance |
| | B | Decrease student disciplinary referrals |
| | C | Increase opportunities for extra-curricular and co-curricular activities |
| **7. Increase Teacher Quality** | | |
| Milestones | A | A locally developed appraisal instrument |
| | B | On-going, job-embedded professional development for instructional staff |
| | C | Effective recruitment and retention strategies |
| **Other Identified Needs (not listed above)** | | |
| | A | |
| | B | |

| Part 2: Budget by Identified Needs | |
|---|---|
| **Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.** | |
| **Improve Academic Performance** | **55%** |
| **Increase the Use of Quality Date to Drive Instruction** | **5%** |
| **Increase Leadership Effectiveness** | **3%** |
| **Increase Learning Time** | **0%** |
| **Increase Parent / Community Involvement** | **10%** |
| **Improve School Climate** | ~~**1%**~~ 2% |
| **Increase Teacher Quality** | **17%** |
| **Other Remaining Costs** | **8%** |
| **Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program.** ***Note: Matching State or Local Funds are not required. If none, enter "0" on each line.*** | |
| **Improve Academic Performance** | **0%** |
| **Increase the Use of Quality Date to Drive Instruction** | **0%** |
| **Increase Leadership Effectiveness** | **0%** |
| **Increase Learning Time** | **10%** |
| **Increase Parent / Community Involvement** | **0%** |
| **Improve School Climate** | **0%** |
| **Increase Teacher Quality** | **0%** |
| **Other Remaining Costs** | **0%** |

8/20/10

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

**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 on July 1, 2010.

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

**i. Take into account data on student growth (as defined below) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and**

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

The campus instructional staff, along with the campus principal and district director, will collaboratively begin to develop the evaluation system in September of 2010. The group will use the PDAS as a starting point, and develop more specific indicators that reflect student academic growth as measured by TAKS and other summative assessments. Also, graduation rates will be a significant measure as reflected in the final evaluation system the group develops. The district director and and campus principal will jointly modify the current principal evaluation tool so that student achievement over time, increased high school graduation rates, and TAKS score and other summative assessments are the significant factors that drive the principal's evaluation.

**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;**

All teachers will be identified and serve as Teacher Leaders, as the campus is extremely small and has only 6 full-time teachers. This group, along with other representatives of the campus staff, will begin the process of developing a reward system that will pay out a financial award in addition to other identified rewards to those teachers and staff who increase student achievement as measured by TAKS and other summative measures, and increase the campus' graduation rate. The campus principal will remove teachers who are not able to increase student achievement and raise the graduation rate. This process is enhanced by the fact that teachers at our charter school are at-will employees. Also, we will promote attendance at out-of-district professional development as an intrinsic incentive for high-performing teachers.

**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**

First, the campus will participate in the various professional development activities provided by SIRC via the Texas Transformation Project. These PD activities include the implementation of the transforming classroom practice model, as well as participation in the online PD for the teacher leaders and campus principal. The teacher leaders will conduct action research, especially with respect to the use of data to differentiate their instruction. Other district interventions include providing a consultant who will coach each teacher in the development and use of differentation strategies, with an emphasis on modifying computer-assisted instruction and providing individual and small group

instruction. In addition, teacher le rs will be able to attend the Texas Scho nprovement Confernce (TSI); all SIRC/TEA required training; National Staff Development Council Summer Conference for Teacher Leaders; On-Site Technical Assistance provided by our PSP; and finally case management provided by the TTIPS staff.

**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.**

As stated earlier, all instructional staff, along with the campus principal, will begin the process of developing a reward system that will pay out a financial award as well as provide other incentives, to those teachers and staff who increase student achievement as measured by TAKS and other summative measures, and increase the campus' graduation rate and improve the dropout rate. Also the campus principal will continue to work with the local college (UTEP) and various alternative certification programs to identify and recuit teachers that can meet the unique needs of our students.

**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**

As part of the campus needs assessment, a research-based and vertically algined computer-based curriculum will be purchased and implemented at the beginning of this school year. Teachers and other instructional staff will be trained in the use of the curriculum to ensure alignment with state standards

**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 campus wll participate in the TTIPS sCampus Snapshot and TTIPS Site Visit in order to assist in identifying baseline data with respect to students' current levels of performance. Teachers will participate in on-going PD regarding the use of formative, interim and summative assessments in order inform and differentiate instruction for all students. Teachers will then differentiate instruction via computer-assisted, and small group and individual instruction. The campus will give three interim assessments that align directly to the TAKS, and use the students' results to modify instruction and meet individual student needs.

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

The campus will increase learning time via a longer school week and a longer school day. The campus will develop a schedule that increases the amount of instruction in all four core areas on a daily basis in order to

enhance student achievement .hese areas. Students will move along a ,uenced, aligned on-line curriculum at their own pace, which will enhance their ability to increase learning time and accelerate credit recovery. Also, students not meeting rigorous academic standards will receive additional small-group and individual instruction provided by the teacher during the school day. The campus will hire teacher aides in order to enable teachers to provide this instruction without disruption or interruption of learning time for the remainder of the students. Finally, students needing additional remediation will attend an additional four hours of content area instruction on Saturdays. Finally, teacher schedules will be modified to ensure they can collaborate monthly to review data and better meet student academic needs.

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

The campus will contract the services of Communities in Schools to provide a social worker that will work to improve the communication between the school and our parents and community members. He/she will coordinate monthly meetings with local social service agencies that can provide th types of assistance parents indicate they need through interaction with teachers and other school personnel. Parents will also be encouraged to participate in reviews of our CIP and CINA on a quarterly basis. Finally, the campus staff will implement Positive Behavior Interventions and Supports (PBIS) which will enhance 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;** mlu 8/25/10

The district will allow the ~~district~~ campus flexibility with respect to budgeting, school calendars and daily schedules, and staffing in order to improve student achievement and graduation rates. The district is modifying procedures to allow for the hiring of additional staff (Computer Network Specialist, Teacher Aides) in a timely manner, as well as allowing for the flexbility of modifying the school calendar and daily schedule to allow the campus to increase learning time for all students. These modifcations include an extended week (Saturday classes), the use of computer-assisted self-paced instruction, and an accelerated trimester school calendar.

**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 campus will receive support from the School Improvement Resource Center (SIRC). This support includes on-site technical assistance by a Professional Service Provider (PSP), case management by the TTIPS staff, as well as various professional development opportunties. These PD offerings include attendance at the Texas School Improvement Conference (TSI), attendance at all required trainings, and attendance at the National Staff Development Council Summer Conference (for teacher leaders).**

**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**

**Teachers and staff will receive additional compensation as stipulated in a plan developed jointly by teachers, administrators and staff. This compensation will be directly tied to student performance and graduation rates.**

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

N/A

**C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.**

N/A

**II. Comprehensive instructional reform strategies.**

**A. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;**

The campus will use the results of formataive and interim assessments to assess the fidelity of the implementation of the on-line curriculum, and make modifications if student academic goals are not being met.

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

N/A

**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;**

Teachers will receive on-going, job-embedded professional development regarding differentiating instruction for ELL and special education students in the least restrictive environment. This on-going PD will enable teachers to modify both content of curriculum and instructional strategies to meet the needs of students in these two sub-groups.

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

Computer-assisted instruction will be the primary mode for initial instruction for all students. The computer-based curriculum embeds interventions as needed when students to do reach mastery of unit concepts and skills. Also, teachers will provide small-group and individual instruction during the school day for students needing additional instruction to master the state curriculum.

**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;**

Students will have the opportunity to take dual credit and college readiness coursework via the on-line

curriculum and computer-as ed instruction. Also, college-readiness c ses will be offered for those students who have met credit requirements and passed their exit-level TAKS tests.

**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;**

Our charter high school enrolls many students who have already dropped out of school or are seriously behind in terms of credits in order to graduate within four years. Computer-assisted instruction, the use of our on-line curriculum, and flexible scheduling will enable them to accelerate the acquisition of basic reading and math skills to more quickly earn lost credit and graduate on schedule.

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

N/A

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

**A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;**

N/A

**B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;**

The

**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;**

The campus will implement a system of positive behavior supports in order to improve the climate of the school and enhance family and community involvement. Teachers and other instructional staff will participate in on-going, job-embedded professional development in order to effectively develop and implement positive behavior supports.

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

N/A

**IV. Provide operational flexibility and sustained support.**

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

N/A

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

N/A

| Part 4: Activity Timeline – Describe the timeline delineating the steps the campus will take to implement the selected intervention model and additional improvement activities chosen. | | | | |
|---|---|---|---|---|
| **Critical Success Factor** | **Milestone** | **Improvement Activity** | **Begin Date MM / YY** | **End Date MM / YY** |
| 1 | A | Purchase and use of computers and on-line curriculum which provides real-time pre-and post-assessments for every core-area lesson. This data will enable teachers to tailor small-group and individual lessons, as well as modify the on-line course to meet individual students' needs. | 08/10 | 06/13 |
| | B | The use of computers and an on-line high school curriculum will allow teachers to align core subjects among grade levels, as well as to the TEKS and state standards. | 08/10 | 06/13 |
| | C | The use of computers and an on-line high school curriculum will allow the campus administrators to monitor student progress on a daily basis and ensure on-line and teacher-delivered instruction is meeting student needs. | 08/10 | 06/13 |
| 2 | A | Initial and on-going, job-embedded PD for teachers regarding the use of formative assessments and other types of student data to modify instruction. Teachers will review student progress on a weekly basis, and provide remediation within the school day or during Saturday tutorials; Initial PD for teachers to learn how to disaggregate individual students' TAKS data to better align the TEKS presented via CAI and accelerate credit recovery. | 08/10 | 06/13 |
| | B | Teachers will review student progress on a weekly basis, and provide remediation within the school day or during Saturday tutorials.Teachers will also use weekly pre-and post assessments to modify individual students' lessons delivered via computers and teacher-directed instruction. | 09/10 | 05/13 |
| | C | Teachers will meet and collaborate monthly to enhance their instructional skills, conduct action research, review formative, interim and summative assessments, and share strategies regarding the use of student data to drive instruction. | 09/10 | 06/13 |
| 3 | A | Campus leaders will participate in initial and on-going PD regarding the use of data-driven systems to monitor & evaluate instruction. PD opportunties include those offered through SIRC, the campus PSP and ESC 19. | 08/10 | 06/13 |
| | B | Campus leadership and all other stakeholders to review CIP and CINA on a quarterly basis to enhance operational flexibility at the campus level. The district shepherd will work to ensure district policies and procedures do not hamper the implementation of the campus' school reform efforts. | 08/10 | 06/13 |
| | C | Campus leadership and all other stakeholders to revisit the CIP and CINA on a quarterly basis to review student achievement and other forms of data and ensure resources are being used effectively to enhance student achievement. | 10/10 | 06/13 |
| 4 | A | Teachers begin implementation of the on-line curriculum, and deliver small-group or individual instruction to students as needed. Students move along the sequenced curriculum at their own pace, with the goal of accelerating credit recovery; Hire five teacher aides to facilitate small-group and individual instruction provided by the teacher; Homebound services will be provided via on-line instruction. | 08/10 | 05/13 |

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| | B | Students will select and attend school four hours daily, either in the morning or afternoon, and via a tri-mester calendar, earn a minimum of 9 credits a year. Students not meeting academic benchmarks will attend 4-hour Saturday tutorials. | 08/10 | 06/13 |
| | C | Teacher collaboration activities conducted as part of on-going, job-embedded professional development; Teachers will meet and collaborate monthly to enhance their instructional skills and develop teacher leader skills. | 08/10 | 06/13 |
| 5 | A | On-going parent/community meetings to be held. At each meeting, representatives from various community service agencies will give a presentation; Parents, community members and all other stakeholders to review CIP and CINA on a quarterly basis. | 09/10 | 06/13 |
| | B | On-going parent/community meetings to be held. At each meeting, representatives from various community service agencies will give a presentation; Parents, community members and all other stakeholders to review CIP and CINA on a quarterly basis. | 09/10 | 06/13 |
| | C | On-going parent/community meetings to be held. At each meeting, representatives from various community service agencies will give a presentation; Employment of a social worker with expertise in drop-out prevention and recovery. He/she will work in partnership with local social service agencies, the local ESC, and area school districts. | 08/10 | 06/13 |
| 6 | A | Increase attendance by providing initial and on-going PD activities for the instructional and administrative staff regarding the establishment of a positive climate for at-risk students; implementation of PBIS plans to begin in August. | 08/10 | 09/10 |
| | B | Decrease discipline referrals by providing initial and on-going PD activities for the instructional and administrative staff regarding the establishment of a positive climate for at-risk students; implementation of PBIS plans to begin in August. | 08/10 | 09/10 |
| | C | Students will participate in projects and other off-line activities, both during the instructional day and during Saturday tutorials, as part of their individualized instructional program. | 08/10 | 05/13 |
| 7 | A | Teachers and campus leadership will jointly develop an appraisal instrument best suited to both CAI and teacher-directed instruction; All initial teacher appraisals completed and growth plans for individual teachers developed jointly by teachers and campus administration; Campus administration will conduct walk-thrus and other activities as part of a systemic method to monitor CAI and teacher-directed instruction and enhance the teachers' development of effective instructional strategies. | 09/10 | 06/13 |
| | B | Teachers will participate in initial and on-going job-embedded professional development in the following areas: use of CAI; using data to drive instruction; differentiating instruction, establishing a positive climate; Teachers and administrators will participate in on-going, job-embedded PD addressing all CFS and milestones which are provided by SIRC, the campus PSP, and ESC 19. | 08/10 | 06/13 |

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| | C | **Teachers . campus and district administration will , itly develop a teacher and staff performance incentive plan, tied directly to student achievement and graduation rates; Financial incentives paid to teachers and staff whose students meet or exceed established academic goals; Recruit highly qualified teachers and retain only those whose students meet high academic goals.** | **09/10** | **05/13** |

**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.**