

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with D. Garcia	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Mid Valley Academy Organization Name	240801 108-804 County-District#
by telephone/e-mail/FAX on 8/18/10 by K. Cogdell of TEA.		Mid Valley Academy Campus Name 1742894093 74-2894094	001 Campus Number
		9-Digit Vendor ID# 105520017110063 NOGA ID# (Assigned by TEA)	1 ESC Region
		Amendment #	

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☒ Tier III ☐

Part 1: Index to the Application

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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	☐
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

TEA DOCUMENT CONTROL NO.

701-10-112-214

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Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 ☒	Proof of Nonprofit Status Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 ☒	Assurance of Financial Stability Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 ☒	Assurance of Submittal of Reviewer Information Form Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 3: Applicant Information		
Local Educational Agency (LEA) Information		
LEA Name		
Mid Valley Academy Charter District		
Mailing Address Line - 1	Mailing Address Line - 2	City
200 N. 17 th Street		McAllen
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code
TX-020	085698632	5F3S2
Campus Name	County-District Campus Number	
Mid Valley Academy	108804-001	
Mailing Address Line - 1	Mailing Address Line - 2	City
1785 W. Bus. HWY 77		San Benito
Applicant Contacts		
Primary Contact		
First Name	Initial	Last Name
Daniel		Garcia, Jr., Ph.D.
Telephone	Fax	Email
956-994-9556	956-683-0225	dgarcia@midvalleyacademy.org
Mailing Address Line - 1	Mailing Address Line - 2	City
200 N. 17 th Street		McAllen
Secondary Contact		
First Name	Initial	Last Name
Juan		Cavazos
Telephone	Fax	E-mail
956-276-9906	956-276-9943	jcavazos@midvalleyacademy.org
Mailing Address Line - 1	Mailing Address Line - 2	City
1785 W. Bus. HWY 77		San Benito

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Texas Title I Priority Schools Grant		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools"). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.		
Allowable Activities		
Tier I and Tier II Grantees ■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. Tier III Grantees ■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model. ■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements. The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.		

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

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#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
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. a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students.	Program Assurances
18	If the LEA/campus selects to implement the turnaround model, the campus may implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy).	Program Assurances

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

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

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
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 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.	Program Assurances	
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.	Program Assurances	

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

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#	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. 1. Develop and increase teacher and school leader effectiveness. A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement	

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

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

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
☐ Tier I Eligible Campus ☒ Tier II Eligible Campus ☐ Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
☒ Option 1: LEA/campus currently engaged in aggressive reform ☐ Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana). The campus will implement the Transformation Model as the TTIPS intervention option due to the fact that some aspects of this 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 in the core subject areas: • Hire, develop, & retain highly motivated & qualified, effective teachers & instructional support staff. • Deliver an effective, consistent, & rigorous TEKS-based curriculum by adapting & modifying the C-SCOPE curriculum framework to be implemented on a trimester-basis as an accelerated instructional delivery system. • Provide on-going, job-embedded research-based professional development in subject specific pedagogy. • Continuously use student data, from formative, interim & summative assessments, to monitor achievement, modify and/or adjust curriculum, differentiate instruction & provide re-teaching/re- learning strategies. • Increase learning time by providing instruction beyond the regular school day for students' not meeting instructional goals & student expectations & implement dual enrollment, college ready & school-to-work programs. • Develop & implement project- & inquiry-based contextual learning strategies incorporating the 5E Instructional Model, & the English Language Proficiency Standards (ELPS) using performance-based & portfolio assessments. • Provide financial incentives to the instructional staff whose students meet pre-determined academic goals.		
*Develop and provide leadership that positively impacts student academic achievement: • Develop & utilize systems that enable campus leadership to monitor all factors impacting student learning, including C & I, student assessment, school climate, parental involvement and community engagement & participation, social services, the effective & efficient use of human & fiscal resources & other campus processes. • Monitor instruction on an on-going basis via walkthroughs and formal observations using observation instruments developed jointly by teachers, administrators & staff. • Implement a peer coaching program to facilitate teachers' dual role of teacher & instructional leader. • Provide on-going, high quality job-embedded professional development that addresses the review & analysis of data to drive instruction being mindful of special needs students (ELL, teen parents & students with disabilities). • Provide on-going, high quality job-embedded professional development for campus leadership, including teacher leaders, that fosters the development & use of evaluation systems & processes for measuring changes in instructional practices resulting from professional development.		
*Increase the graduation rate: • Develop & implement an early warning dropout prevention system. • Increase & strengthen contact with parents among the instructional staff and school leadership. • Implement a coordinated program of social services & community/business outreach to meet student needs. • Improve school climate to provide a safe environment conducive for learning. • Implement an "optional flexible school day program" model to assist with student retention and graduation.		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	30	36	44	20	130
Total Students:	0	0	0	0	0	0	0	0	0	0	30	36	44	20	130
Total Instructional Staff														9	
Total Support Staff														2	
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	2009 & 2010 TELPAS Results														
7	2009-2010 DMAC Data Reports														
8	PDAS results of current teachers														
9	COIN Survey-(a Career and Occupation Interest Survey for students)														
10	Title I Parent/Student Survey														
11	NCLB PBMAS Core Analysis Data Review														
12	Monthly & Six Weeks Attendance Reports														
13	Trimester Graduate Reports														
14	Report Cards & Progress Reports														
15	Budget & Funding Allocations														

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
Mid Valley Academy completed a comprehensive needs assessment in the fall of 2009 to develop the Campus Improvement Plan (CIP). The comprehensive needs assessment was completed with the assistance of the External Campus Intervention Team (CIT) member. Many of the elements of the transformation model that are addressed in this application were developed as the result of the needs assessment completed in the fall 2009. The Core Analysis Team-SBDM met several times in the fall to review TAKS test results and benchmark assessment data, student demographic information, teacher demographic information, enrollment and attendance data, and cohort group information, and graduation rates. The committee finalized and approved the CIP and the director and district director updated the CINA developed in the fall 2009. The required completion of this document provided an additional opportunity for campus personnel to review and update the needs assessment. In summary, the needs assessment process has revealed the following needs: 1) to improve student performance in the core subject areas: ELA/Reading, Math, Science & Social Studies; 2) to develop an effective, consistent, and rigorous TEKS-based curriculum by adapting and modifying the C-SCOPE curriculum framework to be implemented on a trimester-basis as an accelerated instructional delivery system; 3) to continue to use CAI as an option for credit recovery & accrual; 4) to develop an early warning dropout prevention system; 5) to continuously use student data, from formative, interim & summative assessments, to monitor achievement, modify and/or adjust curriculum, differentiate instruction & provide re-teaching/re-learning strategies; 6) to increase learning time by providing instruction beyond the regular school day for students' not meeting instructional goals & student expectations & implement dual enrollment, college ready & school-to-work programs; 7) to provide on-going, job-embedded research-based professional development in differentiated instruction, the 5E instructional model, ELPS, and subject-specific pedagogy; 8) to use financial incentives to recruit and retain highly qualified teachers and staff; 9) to monitor instruction on an on-going basis via walkthroughs and formal observations using an observation instrument developed jointly by teachers, administrators and staff; 10) to implement a peer coaching program to facilitate teachers' dual role of teacher and instructional leader; 11) to provide on-going, high quality job-embedded professional development that addresses the review & analysis of data to drive instruction being mindful of special needs students (ELL, teen parents & students with disabilities); 12) to provide on-going, high quality job-embedded professional development for campus leadership, including teacher leaders, that fosters the development & use of evaluation systems & processes for measuring changes in instructional practices resulting from professional development; 13) to increase and strengthen contact with parents among the instructional staff and school leadership; 14) to implement a coordinated program of social services & community/business outreach to meet student needs; 15) to improve school climate and provide a safe environment conducive for learning; and, 16) to implement an "optional flexible school day program" model for student retention, to increase the graduate rate and reduce the dropout rate. More recently, the campus director had the Core Analysis Team-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. An important aspect of the development of a needs assessment is that, like the CIP, it is seen as a "working document". Mid Valley Academy and its committee are committed to using the shared decision-making process as a tool for continuous improvement. Thus, all initiatives, strategies and activities funded by the grant 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 #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	Juan Cavazos – Director		
2	Juan De Los Santos – Math Teacher		
3	Marissa Emerson – Science Teacher		
4	Benjamin Pena – Social Studies Teacher		
5	Dr. Octavio Quintanilla – English Language Arts Teacher		
6	Evangelina de la Rosa – ESL Teacher		
7	Sonia Arce – Academic Counselor		
8	Orfelinda Jimenez – Dropout Prevention Counselor		
9	Elizabeth Lopez – Special Education Diagnostician		
10	Aissa Salazar – Student/Parent Liaison (Social Services)		
11	Monica Guerrero – Parental Involvement Liaison		
12	Juan Baltierra - Parent		
13	Daniel Garcia, Jr., Ph.D., District Director		
14			
15			

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
With the full support and assistance of the Superintendent of Schools, the Assistant Superintendent for Charter School Operations and the Business Office, Mid Valley Academy Charter District, through the office of the District Director, has the capacity to ensure that the campus fully and effectively implements the required activities of the Transformation Model as the intervention option. In response to the academic needs of Mid Valley Academy's three high school campuses, Daniel Garcia, Jr., Ph.D., was appointed as District Director by the Superintendent of Schools at the end of the 2008-2009 school year. Dr. Garcia, with 35 years of experience in the field of education, is a former Assistant Superintendent for Curriculum & Instruction and Superintendent of Schools. With the appointment of Dr. Garcia, Mid Valley Academy's District Office was created to provide administrative support to the three Mid Valley Academy campuses. Dr. Garcia in turn has a direct line of communication and receives support from Ms. Frances Berrones-Johnson, Assistant Superintendent for Charter School Operations. Additionally, Ms. Johnson, Assistant Superintendent provides system-wide institutional support related to policies and procedures for curriculum and instruction, the creation of a system-wide benchmark assessment program, and most importantly providing leadership in the adequate use of grant funds and other human and fiscal resources. Therefore, District support includes administrative leadership as described above, the proper maintenance and use of 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 and curricular sequence to meet the needs of students, most of who are in high 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-need students, and is extremely supportive of what the campus has accomplished thus far in its implementation of the Transformation Model. The District is also supportive of some of the more unique aspects of this 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. In summary, the Assistant Superintendent, District Director, and Curriculum Specialist/Project Manager have the capacity to serve as a resource and provide the necessary support to the campus so that all of the requirements of the Transformation Model and grant funds are implemented fully and effectively. And, the Charter District is fiscally sound, and plans to remain in operation throughout the grant period and beyond.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
Juan Cavazos, Campus Director, Orfelinda Jimenez, District Dropout Prevention Counselor, and Daniel Garcia, Jr., Ph.D., District Director, have led the district and campus efforts in implementing some of the components or elements of the Transformation Model during the 2009-2010 school year as reflected in the 2009-2011 Campus Improvement Plan (CIP) and 2009-2010 Dropout Prevention Plan. These implemented elements will be further discussed in Part 3: Intervention Model, Section B: Model Selection Process on Page 29 of 101.		
The above individuals met with the campus Core Analysis Team-SBDM committee, mentioned on Schedule 4B-Program Description, Part 3, Section C on Page 34, and solicited their input on the selection of the intervention model. The committee was informed of the many district initiatives, personnel actions, and job-embedded staff development that have been implemented during the 2009-2010 school year as per the CIP and Dropout Prevention Plan that mirror the requirements of the Transformation Model . As a result of the discussion, the committee agreed that the campus should select the Transformation Model as the intervention model for full and complete implementation over the next three years.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
Mr. Juan Cavazos was employed as new campus Director for Mid Valley Academy-Campus 003 for the start of the 2009-2010 school year and he has been involved in the transformation process of the campus taking it from a predominantly "self-paced" program to one in which direct instruction is being provided. Mr. Cavazos has led the discussion on the selection of the Transformation Model, and will ensure its successful implementation with the assistance of Ms. Orfelinda Jimenez, Curriculum Specialist/Project Manager. The District Director will serve as the District liaison and Shepherd, and will also ensure the successful implementation of the grant at the district level. At this point, it does not appear that 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 Transformation Model. The process that will be used to modify practices to successfully implement the model is best illustrated through the following example: While teachers have access to C-SCOPE, a research-based state aligned curriculum framework, it has not been uniformly implemented due primarily to the fact that the C-SCOPE curriculum framework is formatted for a traditional six week and/or semester basis. Therefore, teacher curriculum writing teams will develop an effective, consistent, and rigorous TEKS-based curriculum by adapting and modifying the C-SCOPE curriculum framework to be implemented on a trimester-basis. The campus, however, will continue to use CAI to assist students with credit recovery and accrual efforts. The desire to successfully implement the model and improve student achievement is strong and through the collaborative efforts of teachers and administrative staff, new practices will be developed through a shared decision-making process. Additionally, to ensure the successful implementation of the Transformation Model over the next three years of project implementation and beyond, appropriate job-embedded professional development will be provided for the improvement of curriculum, instruction, and assessment; and for the improvement of campus leadership. Other practices campus personnel have adopted will be modified to ensure successful implementation of the grant. For example, teachers have been administering 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 an adapted and modified version of C-SCOPE, teachers will be able to development TEKS aligned formative assessments that will in turn be instrumental in making data driven instructional decision-making. Teachers will be trained to develop and implement project- and inquiry-based contextual learning strategies incorporating the 5E Instructional Model and the English Language Proficiency Standards (ELPS), and they will also learn how to create and use student portfolios and project- and performance-based assessments. Through item analysis, teachers will learn to communicate student expectations and will be able to articulate the reasons why student expectations were not met. Teachers will also implement research-based strategies acquired through their job embedded staff development trainings. Student engagement and high performance will be the language and professional dialogue among all staff members from the campus leadership, teachers, tutors and other staff members. Equally important is the dialogue and discussions held between campus leadership and parents, and teachers and parents in the ability to communicate student learner expectations with parents and increase parental involvement in the process. Parent contact logs will be kept for documentation and evaluation.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
The District and Campus will continue to use federal, state and local funds along with funds received via this grant, to successfully implement all activities related to the Transformation Model. Federal dollars, such as Title I, and Title 1 ARRA are already distributed to the campus to enhance the instructional program and supplement programs and services provided by the school. For example, Title 1 funds are currently being used to fund instructional support personnel and build up the infrastructure necessary to enhance technology in the classrooms. 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. Mid Valley Academy, as a charter school district, does not levy taxes for local effort. Therefore, the District and Campus receive no locally-generated 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.		

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Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
Mid Valley Academy Charter District will employ Orfelinda Jimenez as district level Curriculum Specialist and she will also serve as the Project Manager for the TTIPS grant for Mid Valley Academy-Mercedes Campus (003). Mrs. Jimenez has experience ranging from being a paraprofessional to being a Principal with the public school system. She served as a counselor at all levels Pk-12 in programs such as Migrant Education, Vocational Education, serving At-Risk youth, and as an Academic counselor, and she also coordinated the GED program. She has served for 29 years with the public schools and in addition served three years as Sr. Education Specialist with the Education Service Center, Region I where her duties included being an assessor and Feedback Specialist in the Principal Assessment and Development Center. She also served as a trainer in the principal academies utilizing the latest research-based practices in instructional leadership. She has been trained as a trainer in Steven Covey's Seven Habits of Highly Effective Leaders, Focus-formerly known as "What Matters Most", The Four Roles of Discipline, and served as a trainer of trainers for PDAS and ILD. Her public school experiences include receiving training on Teacher Expectations-Student Achievement (TESA) and served as a trainer of trainers for the Outcomes Driven Development Model where she also was trained in Reality Therapy. Mrs. Jimenez also worked for Texas Migrant Interstate Program where she was one of the original writers of the Life Management Skills Curriculum used throughout the country in states with established Migrant Education programs and she also used this curriculum for at-risk students as a dropout prevention strategy in districts throughout Texas. She served as a secretary for the Rio Grande Valley Texas Association for Supervision and Curriculum Development (RGVTASCD), and is presently an active member of the Delta Kappa Gamma Association. Mrs. Jimenez was nominated and accepted into this women led administrators' association that promotes professional and personal growth of women educators and excellence in education. Mrs. Jimenez holds a Bachelor of Science (BS) degree in Education, a Masters of Education degree in Counseling and Guidance, 9 hrs. Vocational Counselor Endorsement and a Mid Management Certificate. In addition to the above mentioned experiences, Ms. Jimenez has also served as a Curriculum Director and Campus Principal for a Charter School, and has also served as a consultant for neighboring districts as a Parent Trainer in the topics of Life Management Skills, Values, Pep talks on Parents Helping their children with TAKS, Peer Pressure and other topics. She also served as Field Supervisor and Presenter for South Texas Transition to Teaching Program, an alternative certification program. She presently holds the role of Drop Out Prevention Counselor at Mid Valley Academy and shares her expertise with all staff in her endeavors. As can be noted from the above resume, Ms. Jimenez will figure prominently in assisting the Mid Valley Academy Mercedes campus in its transformation process toward educational excellence. The fact that her duties will also include district-wide oversight responsibilities of curriculum and instruction (C & I) will prove beneficial for developing consistency and continuity district-wide. And, her background training and experience in principal/teacher leadership training will also be of great value in building capacity, thus allowing teachers to develop their dual roles as teacher-leaders and the campus principal as instructional leaders.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
As stated earlier, the Superintendent of Schools appointed Daniel Garcia, Jr., Ph.D., as District Director for Mid Valley Academy Charter District, and he will serve as the District Liaison and Shepherd for this grant and the Curriculum Specialist to be hired will serve as Project Manager. Dr. Garcia, with the assistance of the Project Manager, will assume the district responsibility of ensuring the successful implementation of the grant and the implementation of the intervention model by the campus. Ms. Frances Berrones-Johnson, Assistant Superintendent, and Dr. Garcia have played key roles in leading the Mid Valley Academy Charter District, and in particular Mid Valley Academy campus 003, through this initial "transformation" phase during the 2009-2010 school year, and have thus positioned the campus in being able to apply for the TTIPS grant. Receiving the TTIPS grant will enable Mid Valley Academy the opportunity to fully transform its schooling practices, build capacity at all levels for sustainability, and create a school culture that is constantly renewing itself for the benefit of the students and community it serves. With the aforementioned in mind, the Superintendent's Office represented by the Assistant Superintendent for Charter School Operations, and the District Office staffed by Dr. Garcia and the District Curriculum Specialist, as Project Manager, is structurally poised to fully support the implementation efforts of Mid Valley Academy's TTIPS grant.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the 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 adapting and modifying the state aligned C-SCOPE curriculum framework, obtaining computers and other hardware needed for instruction, providing job-embedded professional development, and implementing formative, interim and summative evaluation systems to monitor and improve the instructional program, will be fully operational and will be sustained with existing Federal, State and local funding at the end of the grant period. The 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 enrollment. Mid Valley Academy's current facility will be able to accommodate an enrollment increase of up to approximately 160 students and the enrollment is not currently at capacity. However, it is anticipated that the enrollment will increase over the next three years. With the increase in state dollars generated by the additional ADA and the campus' participation in the Optional Flexible School Year Program will generate enough funds to enable the campus to continue to fund the increase in staff, software licenses, and financial incentives. The successful implementation of the intervention model will result in a change in the school climate and culture by the end of the grant period. Every stakeholder, from students, parents, staff, 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, support staff, parents and students. Also, systems that become "instituted" through successful implementation of the grant will be more easily sustained as new staff members are hired as a result of student growth and/or replaced due to staff attrition.		

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Texas Title I Priority Schools Grant		
Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
It is anticipated that external providers will contribute to the intervention model in just two major areas: job-embedded professional development and researched-based curriculum materials, including online computer courses. In both areas, the following criteria will be used to identify and utilize external providers:		
1. Contact and consult local ESC (Region I), ESC, Region XIII SIRC, and the campus TA Providers for guidance when initially searching for an external provider. Search will include job-embedded professional development and online staff development, i.e., webinars, and will be based on information and data obtained through classroom walkthroughs, & formal teacher observations, student data analysis and teacher self evaluations and surveys. 2. When possible, secure data from multiple providers offering similar products or services and ensure materials/programs are researched based. 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 student needs by analyzing the data. 4. When possible, secure sample materials and have teachers or staff members who will actually use the product review the samples and provide input based on alignment to TEKS and student population needs. 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 will provide professional development that is job-embedded and directly related to campus needs. All decisions for selecting staff development for the campus staff will be based on data.		

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by telephone/e-mail/FAX on <u>9-7-10</u> by <i>PC</i> of TEA.	Texas Title I Priority Schools Grant Schedule #4B—Program Description	
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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.		
Mid Valley Academy intends to visit sites that have experienced success in implementing elements of the Transformation Model. One of the sites is the Pharr-San Juan-Alamo High School which was previously rated as unacceptable and has now been rated as recognized; due to the tremendous improvement in graduation and dropout recovery efforts. One of the strategies implemented was to have all students in the district graduate from high school with the skills and knowledge they need to be successful in college and career; through Early College High School, dual credit or Advance Placement classes. Other sites may include: • Mission High School and Veterans Memorial High School with the Mission Consolidated ISD are recognized for strategies used in preparing students for college success. • Garland High School and the Non-Traditional High School in Garland ISD and San Antonio's North East ISD are receiving recognition for programs and strategies used to increase graduation rates. • San Antonio's North East ISD is also recognized for improving curriculum alignment and preparing students for successful transitions from high school to college. Although the economic background of some of the students attending Mid Valley Academy may be different, the academic needs of the students are very similar in nature. Therefore, it was determined that all staff members would benefit from visiting the same campuses. The expected outcomes of such site visits will be: 1) to assist the campus staff in the continued implementation of the Transformation Model; 2) to anticipate and plan for difficulties that typically arise in the implementation process; and, 3) to develop opportunities for collaboration and networking with members of the visited sites in order to share ideas, seek assistance when necessary, and share successes.		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
N/A – Mid Valley Academy Charter District is applying, under separate application, for its only Tier I school and this application is for a Tier II campus.		

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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 <u>considered</u> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
☐ Turnaround ☐ Closure ☐ Restart ☒ Transformation ☐ Tier III Modified Transformation ☒ TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center ☐ Supplemental Education Services (SES) incorporated into the intervention model <i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i> ☐ The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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Part 3: Intervention Model		
Section B: Model Selection Process –Describe in detail: 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
The SBDM Committee unanimously decided that the Transformation Model is better suited for meeting the needs of Mid Valley Academy and its learning community. The Transformation Model focuses on four (4) major strategies: 1) Developing and increasing teacher and school leader effectiveness; 2) Comprehensive instructional reform strategies; 3) Increasing learning time and creating community-oriented schools; and, 4) Providing operational flexibility and sustained support. Elements of these strategies have been the focus of the school improvement efforts of Mid Valley Academy during the course of the 2009-2010 school year, as reflected in the District (DIP) and Campus Improvement Plans (CIP) (2009-2011) and Dropout Prevention Plans (2009-2010). Furthermore, and aside from the academic needs in the core subject areas, a review of demographic information has identified the following high at-risk student characteristics, dropout indicators and a reflection of student disengagement. Many of the students: • have failed one or more subjects and have little or few credits • have failed one or more portions of the TAKS Tests • have been retained more than once in their educational careers • are over-aged • may be teen parents • have persistent attendance issues & loss of credits • are former dropouts, or are at-risk of dropping out • may be adjudicated youth • may be heads of household or need to work to assist the family The above student characteristics pose a unique challenge to Mid Valley Academy's ability to provide high quality accelerated instruction using a combination of teacher-directed and Computer Assisted Instruction (CAI) so that students are able to accomplish three major tasks: 1) obtain content-or subject matter knowledge that will prepare them for the state assessment program; 2) obtain the content-or subject matter knowledge necessary for credit accrual and/or recovery needed for graduation; and 3) be ready for college or university studies and/or the world of work. As can be noted from the above, Mid Valley Academy has over the past two years gained a deeper understanding of the students served and this knowledge formed the basis for the development of the 2009-2011 CIP and dropout prevention plans which include elements of the Transformation Model and are described below. Elements of the Transformation Model-Initial Phase during the 2009-2010 school year 1) Developing and increasing teacher and school leader effectiveness • Hire a new Director for the campus • Develop a classroom observation form based on the 5E model to monitor the effectiveness of instruction through walkthroughs 2) Comprehensive instructional reform strategies • Train teachers and administrators on the C-SCOPE Curriculum framework addressing TEKS/TAKS, ELPS, and EOC. • Implement curriculum using differentiated instruction, sheltered instruction, ELPS, and the employment of Thinking Maps. • Train teachers and administrators on the use of data analysis using DMAC Solutions to develop targeted instruction and tutorials		

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

Part 3: Intervention Model

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

- Implement a district-wide benchmark assessment program with strategic testing timelines 3-times a year.
 - Implement the SAPI Curriculum Model. The SAPI Curriculum Model calls for implementing the district curriculum on a trimester basis. A trimester-based curriculum delivery system allows for the acceleration of instruction which provides students the ability to gain credits quickly. Students who enter the program as 9th Graders have a greater opportunity to graduate within three (3) years.
 - Continue to use CAI for credit recovery/accrual opportunities.
 - Analyze effectiveness of programs considering the rigor and fidelity of their implementation, i.e., C-SCOPE, DMAC, CAI.
 - Investigate assistive technology software programs that offer oral reading opportunities for at-risk students, i.e., ESL, Special Education and Migrant.
- 3) **Increasing learning time and creating community-oriented schools**
- While Mid Valley Academy students attend a 4-hour daily schedule in three 80 minute blocked periods, either in a morning or afternoon session, all students have an option to attend an extended school day for continued academic preparation and/or enrichment activities. Additionally, a priority list of struggling students will be identified and these students will be required to attend an "extended-day" school schedule and four-hour Saturday tutorials will be initiated for students not meeting academic benchmarks. Teachers will also develop and use campus & subject specific instructionally-focused calendars. Campus leadership and teachers will meet once a month on Saturdays to review the implementation of the 90-day action plan and staff collaborative planning. Teachers will modify & customize the C-Scope curriculum for accelerated instruction to be implemented on a 3-trimester basis for MVA students thus allowing for greater opportunities for credit recovery. Teacher collaboration activities will be conducted as part of on-going PD on the use of differentiated instruction to meet student needs. Teachers will implement interdisciplinary units to increase time on task and SE's. Teachers will implement project- & inquiry-based contextual learning strategies incorporating the 5E Model & the ELPS through an interdisciplinary instructional approach. The campus will implement a dual enrollment program with local colleges & universities. Homebound services for PRS students will be enhanced using lap-tops & the use of online courses to assist with dropout prevention.
 - On-going parent & community meetings will be held; representatives from various community service agencies will provide presentations where students and their parents will learn about the services provided and gain knowledge on how to access them. Parents will be surveyed at the initial meeting on the selection of topics & sessions for future meetings. Additionally, on-going parent, student, and teacher activities focused on: values, grades, TAKS, life skills, organization & management, attendance and safety, out-side service agencies, post-secondary education-college/FAFSA applications. Establish a parent- and community evening literacy & ESL program at the campus. Establish a report card night at the end of each trimester. Provide on-going Professional Development via webinars in Achieving Excellence and Innovation in Family, School, and Community Engagement for Teachers. Teachers will keep a parent/student contact/conference log.
- 4) **Providing operational flexibility and sustained support.**
- Mid Valley Academy has had the flexibility to hire staff as needed during the 2009-2010 school year to meet student needs. For example, a student/parent liaison was hired to assist students with social services needs, similar to the work that a social worker would do; a dropout prevention counselor was also hired to assist students with counseling in areas other than academic needs.
 - Flexibility is also demonstrated in the establishment of the coordination of social services team created as a "safety net" for students. The coordination of social services team consists of the dropout prevention counselor, the academic counselor, the attendance/truancy officer, student/parent liaison, pregnancy and related services (PRS) teacher, parental involvement liaison, teachers and school director. This team has created a referral process as a "Response to Intervention" for monitoring student academic, social and emotional needs.

While the above elements indicate an initial start in the implementation of the **Transformational Model**, much work needs to be done to fully implement all of the required strategies necessary for sustained systematic reform. Therefore, obtaining TTIPS grant funding is necessary to ensure that Mid Valley Academy implements a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and, this can only be accomplished through sustained systematic reform provided by the grant.

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

June 2010-August, 2010 Pre-Work Activities

- **Identify and retain key staff**
- **Designate district level personnel to foster Transformation Project identifying roles and responsibilities (Assistant Superintendent for Charter Schools Operations, District Director/Shepherd, & Project Manager).**
- **Identify teacher leaders and discuss expectations, functions and role relationships.**
- Core subject area teachers attend Margaret Kilgo Training (June): Scope & Sequence.
- Core subject area teachers begin adapting/modifying C-SCOPE curriculum framework (June).
- **Begin identifying community service agencies & business partners.**
- Create an instructionally focused calendar.
- **Make arrangements/schedule onsite Technical Assistance (TA) by Professional Service Provider-Transformation Specialist, TA to be provided by SIRC, ESC, Region XIII, & Campus Case Management by TTIPS staff and include in PD plan.**
- **Develop job-embedded professional development plan & calendar for Year 1.**
- **Attend Summer I Seminar August 8-12, 2010, debrief and complete first 90-day action plan.**
- Develop and utilize a comprehensive system rubric for monitoring the implementation of the 90-day action plan.
- Initial Staff Development on the adapted and modified C-SCOPE curriculum framework.
- **Staff Development on Positive Behavior Support (PBIS) Interventions.**
- Administrators and teachers jointly create teacher appraisal and walkthrough evaluation instruments.
- Select CAI software program for credit recovery/accrual & provide staff development.
- Teachers implement the revised, adapted & modified C-SCOPE curriculum framework & refine (August-May).
- **Social Services Support Team develops action plan to include early warning dropout prevention system and is incorporated into the 90-day action plan.**
- Explore possibilities for dual enrollment courses with college and/or university to start spring 2011.
- **Make contact with Districts/Campuses for onsite visits in October 2010.**

September 2010 Fall I Activities (*Due to space considerations monthly meetings will be mentioned once but it will be understood that these will occur on a monthly basis.)

- Initiate ***monthly** Saturday staff coordinated meetings for the purpose of monitoring the implementation of the intervention strategies.
- Initiate ***monthly** parent/community meetings. Representatives from various community service agencies will present on services provided; conduct parent survey to identify future parent training/meeting topics & needs.
- **Initiate and implement school-wide PBIS interventions.**
- Campus leadership initiates walkthroughs and formal classroom observations.
- **Coordination of Social Services Team provides enhanced social service support & implements early warning dropout prevention system (ongoing monitoring of dropout prevention indicators Sept.-May).**
- Provide "refresher" on the use of DMAC data analysis and management system.
- Administer first benchmark assessment, us DMAC review & analyze data, ID special need students; set tutorials; adjust instruction based on the analysis of data.
- Confirm onsite campus visits in October and prepare visitation schedule; obtain district information & brief staff.
- Continue dialogue and preparations for dual enrollment courses with college and/or university.
- Explore costs & logistics of offering evening literacy and ESL courses for parents and community.

October 2010 Fall I Activities

- **Teacher leaders begin collecting walkthrough and formal observation data** to guide professional development and student interventions, modify job-embedded professional development plan & calendar as needed.
- Provide staff development & begin implementing on an on-going basis project- & inquiry-based contextual learning strategies incorporating the SE Instructional Model, & ELPS using performance-based & portfolio assessments.
- **Review District Snapshot and use rubric to gage progress made toward goals of the 90-day action plan** adjust as needed.
- **Conduct onsite campus visits, debrief staff, & review information in context of the 90-day action plan.**
- Identify & make necessary arrangements for online professional development/courses to begin spring 2011.
- Attend Margaret Kilgo follow-up training (October): Data Driven Decisions.
- Teachers continue implementing and refining the C-SCOPE curriculum framework.
- **District/campus leadership develop plan to recruit & retain quality staff.**

- Prepare plan for offering evening literacy and ESL courses for parents and community to begin spring 2011.
- **Continue implementing school-wide PBIS interventions.**

November-December 2010 Fall I Activities

- Attend Margaret Kilgo follow-up training (November): Assessment.
- **Continue w/necessary arrangements for online professional development/courses to begin spring 2011.**
- **Teacher leaders continue collecting & reviewing walkthrough and formal observation data.**
- **Use rubric to review progress made toward goals of the 90-day action plan adjust as needed.**
- Teachers continue implementing and refining the C-SCOPE curriculum framework.
- Begin exploring partnerships to foster career awareness through meaningful "school-to-work" experiences.
- **Continue implementing school-wide PBIS interventions.**
- Make final preparations for evening literacy and ESL courses for parents and community to begin spring 2011.
- Have students register and prepare for dual enrollment course(s) at the college/university January 2011.
- First Quarterly Implementation Report (QIR) submitted to TEA (November 2010).

January-February 2011 Spring I Activities

- **Review behavioral data and PEIMS to analyze PBIS implementation, continue implementation with adjustments as necessary.**
- **Teachers begin online courses.**
- **Implement targeted professional development based on classroom observation data and student data.**
- **Use rubric to review progress toward goals of the 90-day action plan; write next 90-day action plan.**
- Teachers continue implementing and refining the C-SCOPE curriculum framework.
- Begin dual enrollment course(s) with college/university; ensure student attendance.
- Administer 2nd benchmark assessment, us DMAC review & analyze data, ID special need students; set tutorials; adjust instruction based on the analysis of data.
- Establish partnerships to foster career awareness through meaningful "school-to-work" experiences.
- Begin evening literacy and ESL courses for parents and community.
- Second Quarterly Implementation Report (QIR) submitted to TEA (February 2011).

March-May 2011 Spring I Activities

- **Continue implementing school-wide PBIS interventions.**
- **Use rubric to review progress made toward goals of the 90-day action plan adjust as needed.**
- Teachers review C-SCOPE curriculum framework and begin to plan for summer curriculum writing.
- Review effectiveness of evening literacy and ESL courses for parents and community, make adjustments as needed.
- Review effectiveness of career awareness partnerships that foster meaningful "school-to-work" experiences, make adjustments as needed
- Review ongoing success of the dual enrollment course(s) with college/university and course completion rate.
- Third Quarterly Implementation Report (QIR) submitted to TEA (May 2011).

June-August 2011 Summer I Activities

- **Attend Summer Team Training.**
- **Review and revise professional development plans.**
- **Review and revise needs assessment.**
- **Analyze progress toward goals in the previous 90-day action plans, adjust and redirect as need to reach goals as new 90-day plan is developed.**
- **Develop plan for classroom interventions for PBIS & provide professional development.**
- **Write new 90-day action plan.**
- **Attend National Staff Development Council (NSDC) Summer Conference.**
- C-SCOPE curriculum framework writing teams review curriculum and revise/refine curriculum for the start of the 2011-2012 school year.
- **Teacher leaders begin to explore and identify topics for action research projects.**
- Fourth Quarterly Implementation Report (QIR) submitted to TEA (August 2011).

September-December 2011 Fall II Activities

- Implement revised and updated C-SCOPE curriculum framework.
- **Implement revised and updated professional development plan.**
- **Implement classroom level PBIS interventions.**
- **Begin action research projects.**
- **Continue online courses.**

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Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<u>September-December 2011 Fall II Activities</u> - Implement revised and updated C-SCOPE curriculum framework. Implement revised and updated professional development plan. Implement classroom level PBS interventions. Begin action research projects. Continue online courses. Write new 90-day action plan. Use rubric to review progress made toward goals of the 90-day action plan adjust as needed. - Teachers continue implementing and refining the C-SCOPE curriculum framework. - Continue with evening literacy and ESL courses for parents and community, make adjustments as needed. - Continue with career awareness partnerships that foster meaningful "school-to-work" experiences, make adjustments as needed. - Continue dual enrollment course(s) with college/university and course completion rate.		
<u>January-May 2012 Spring II Activities</u> Continue online courses. Teacher leaders collect data for action research projects. Review behavior data to evaluate the effectiveness of PBS interventions. Use rubric to review progress toward goals of the 90-day action plan; write next 90-day action plan.		
<u>June-August 2012 Summer II Activities</u> Teacher leaders present initial findings on action research topics. Conduct intense data review and process evaluation (Identify what's working and what needs to be refocused). Attend Summer Seminar. Use rubric to review progress toward goals of the previous 90-day action plan; write next 90-day action plan.		
<u>September-December 2012 Fall III Activities</u> Re-administer Campus snapshot and use rubric to gage progress made toward goals of the previous 90-day action plan adjust as needed.		
<u>January-May 2013 Spring III Activities</u> Finalize action research projects. Collect data for PBS evaluation.		
<u>June-August 2013 Summer III Activities</u> Present action research Conduct intense data review and process evaluation (Identify what's working and what still needs to be refocused). Create sustainability plan and develop 90-day action plan. Develop plan to continue to use teacher leaders as an instructional resource.		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 3: Intervention Model			
Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Juan Cavazos – Director		
2	Sonia Arce – Counselor		
3	Orfelinda Jimenez – Dropout Prevention Counselor		
4	Octavio Quintanilla – ELA Teacher		
5	Juan De Los Santos – Math Teacher		
6	Marissa Emerson – Science Teacher		
7	Benjamin Pena – Social Studies		
8	Rosalinda Rodriguez – PRS Teacher		
9	Monica Guerrero – Parental Involvement Liaison		
10	Aissa Salazar – Student/Parent Liaison		
11	Tiburcio Canas – Attendance Officer		
12	Nelson Leal – Special Education Teacher		
13	Evangeline De La Rosa – ESL Teacher		
14	Mari Guevara – Parent		
15	Dominique Hawkins – Student		
16	Lupe Silva – President, Local Management Advisory Board		
17	Janie Villa – Vice-President, Local Management Advisory Board		
18	Roxanne Vargas – Pregnancy Testing Center		
19	Vanessa Jimenez – Pregnancy Testing Center		
20	Daniel Garcia, Jr., Ph.D., District Director		

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Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected. For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity. 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies		

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	Employ instructional assistants, one each in core subject areas.	This will enable every core subject area to be staffed by a teacher and an instructional assistant. This will enhance small-group and individualized instruction provided by the teacher.	Doing What Works. (2009). <i>Provide academic support and enrichment to improve academic performance.</i> Washington, DC: U.S. Department of Education.	August, 2010	July, 2013
1B	Continue in C-SCOPE Curriculum Collaborative with the ESC, Region I	The C-SCOPE curriculum framework is state aligned for Grades 9 to 12; is focused on the SE Model including the ELPS & is supportive in the instruction of special needs students, ELL, Special Education.	Region One ESC – C-Scope; systemic model in the four core content areas; common language, structure, and process for curriculum delivery and innovative technology; specified TEKS/TAKS/ELPS	August, 2010	June, 2013
1B	Tchrs will modify & customize the C-Scope curriculum for accelerated instruction to be implemented on a 3-trimester basis for MVA students thus allowing for greater opportunities for credit recovery.	The modified C-SCOPE curriculum will provide students & teachers with a well-sequenced, instructional prgm with flexible pacing, thus enhancing students' ability to fill learning gaps, master the state curriculum.	Blackboard. (2009, June). <i>Credit recovery: Exploring answers to a national priority.</i>	August, 2010	June, 2013
1A	All core-areas lessons will be modified for individual students using differentiated, & ELPS instruction according to students' performance on formative assessments.	In an effective and rigorous sequence of instruction, students should not move on unless mastery of formative assessments has been achieved.	Building Connections in High School Content Area Through Sheltered Instruction <i>Region 4 Education Service Center in Collaboration with the Texas Education Agency</i>	August, 2010	June, 2013
1A, 1B & 1C	Purchase and use of computers and peripherals for credit recovery/accrual	In addition to teacher directed instruction providing a CAI TEKS-based option for credit recovery and accrual will motivate students to continue their schooling.	Watson, J., & Gemin, B., (2008). <i>Using on-line learning for at-risk students and credit recovery.</i>	August, 2010	June, 2013

1A, 1B & 1C	Purchase CAI software program for credit recovery/accrual	In addition to teacher directed instruction providing a CAI TEKS-based option for credit recovery and accrual will motivate students to continue their schooling.	Watson, J., & Gemin, B., (2008). <i>Using on-line learning for at-risk students and credit recovery</i> .	August, 2010	June, 2013
1A, 1B & 1C	Instructional Program Director (IPD) will be selected.	The IPD as C & I specialist will be able to focus primarily on instruction & in the implementation of the curriculum guiding/supporting teachers through peer coaching activities; assisting with the development of teacher-leaders.	Mickelson, John M., Appel, Marilyn B., & Prusso, Kenneth W., (1969). <i>The Director of Curriculum and Instruction</i> .	August, 2010	June, 2013
1C	Teachers will implement project- & inquiry-based contextual learning strategies incorporating the 5E Model & the ELPS through an interdisciplinary instructional approach.	Project- & Inquiry-based contextual learning offer opportunities for the acquisition of subject-matter knowledge & skills with greater depth & complexity for students.	"What does research say about outcomes from project-based learning?" http://pbimmi.k12.ca.us/PBLguide/pblresch.htm .	August, 2010	June, 2013
1C	Teachers will use performance-based & portfolio assessments to monitor student progress.	Performance-based & Portfolio assessments are authentic forms of assessment which allow students to demonstrate their deeper knowledge & understanding of the subject matter than would traditional paper/pencil assessments.	DeFina (1992). <i>Portfolio Assessment: Getting Started</i> -a practical oriented book offering suggestions for thinking thru the concept of portfolios, getting started, involving parents and students.	August, 2010	June, 2013
1A	Teachers will provide small-group & individualized targeted instruction in combination with CAI.	Students benefit from small-group & individualized targeted instruction provided by a certified highly qualified teacher in combination with CAI.	Watson, J., & Gemin, B., (2008). <i>Using online learning for at-risk students and credit recovery</i> .	August, 2010	June, 2013
1A, 1B, & 1C	Implement a dual enrollment program with local colleges & universities.	Offering dual enrollment courses creates a college-going culture & allowing students to be college-ready.	Baily, Hughes & Karp, 2002; USDE, 2003 & 2004.	August, 2010	June, 2013
Add additional pages as needed.					

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Professional Development (PD) for tchrs regarding the use of formative assessments thru WebCCAT (Web-Based Comprehensive Curriculum Assessment Tool) to help inform instruction.	Enables an educator to select TEKS at the student expectation level & to create a unique assessment to diagnose or benchmark student knowledge on those TEKS at various levels of difficulty and thinking complexity.	Region 10 – <i>WebCCAT provides educators with a repository of more than 33,000 questions mapped to the TEKS that can be used to create online or offline (paper) assessments of student ability in all core areas.</i>	August, 2010	Review sessions in August of 2011 & 2012.
2B & 2C	PD in DMAC data management system for disaggregating, analyzing & reviewing individual student TAKS & benchmark data.	Allows administrators & teachers to monitor student progress & make data-driven instructional decisions based on specific strengths & weaknesses thru align instruction.	Region 7 – <i>Disaggregate TAKS, SDAII, & TELPAS data; search specific queries of students to customize state data into reports & information for planning & diagnostics.</i>	August, 2010	August, 2010
2B & 2C	PD in Kilgo: <u>Scope & Sequence</u> to effectively teach & assess TEKS/ SEs to the depth & complexity of TAKS & EOC.	Allows administrators and teachers to cover the components that are critical for effective, sequential teaching & learning.	Margaret Kilgo presents a research based over-view of the relationship between the state curriculum, the TEKS, SEs, & TAKS, all core areas K12.	August 2010	June 2013
2B & 2C	PD in Kilgo: <u>Data-Driven Decisions</u> to effectively teach & assess TEKS/ SEs to the depth & complexity of TAKS & EOC by reviewing data.	Allows administrators and teachers to review & analyze data critical for effective instructional decision-making.	Margaret Kilgo presents a research based over-view of the relationship between the state curriculum, the TEKS, SEs, & TAKS, all core areas K12.	August 2010	June 2013
2B & 2C	PD in Kilgo: <u>Assessment</u> to effectively teach & assess TEKS/ SEs to the depth & complexity of TAKS & EOC by understanding assessment tools.	Allows administrators and teachers to review & analyze data critical for effective instructional decision-making by employing proper assessment tools.	Margaret Kilgo presents a research based over-view of the relationship between the state curriculum, the TEKS, SEs, & TAKS, all core areas K12.	August 2010	June 2013
2B & 2C	On-going PD for tchrs to learn ways to differentiate instruction for special populations; based on data driven instructional decisions.	In differentiated classrms, tchrs provide specific ways for each individual to learn without assuming one student's road map for learning is identical to the other.	Tomlinson, C. (1995a). How to differentiate instruction in mixed-ability classrooms. Alexandria, VA: ASCD	Sept. 2010	June, 2013

2C	On-going monthly departmental meetings to share best practices being utilized in classrooms, including differentiated instruction & to enhance their instructional skills.	Teacher collaboration is a highly effective prof dev model to enable them to develop & 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 maintain & periodically review student portfolios & project- & performance-based assessments to monitor student progress & the acquisition of subject-matter knowledge & skills.	Reviewing portfolios & project- & performance-based assessments will allow teachers to adjust & or tier their instruction for student learning.	Duffy, H. (2007). <i>Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention.</i>	August, 2010	June, 2013
2A, 2B, & 2C	Continue coordination of social services support team for dropout prevention.	Continuing the coordination of a social services support team will serve as a Response to Intervention (RTI) approach to regularly monitor course performance, attendance, other "on-track" data to ensure that students stay in school, are accumulating credits & making progress toward graduation.	"Developing Early Warning Systems to Identify High School Dropouts" Heppen, J.B. & Therriault, S.B. National High School Center, July 2008.	August, 2010	June, 2013
2A, 2B, & 2C	Develop and implement an early warning dropout prevention system.	The early warning dropout prevention system will serve as a Response to Intervention (RTI) approach to regularly monitor course performance, attendance, other "on-track" data to ensure that students stay in school, are accumulating credits & making progress toward graduation.	Heppen, J.B. & Therriault, S.B. (July 2008) "Developing Early Warning Systems to Identify High School Dropouts" National High School Center.	August, 2010	June, 2013
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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A & 3C	Initial PD for campus leadership, & teachers-leaders regarding the use of data-driven systems to monitor & evaluate instruction.	Developing the ability to implement a "systems approach" to monitoring the quality of instruction, identifying strengths & weaknesses & immediately remediating weaknesses is crucial to sustained school reform.	Hassel, E. A., Hassel, B. C., Arkin, M. D., Kowal, J. K., & Steiner, L. M. (2006). <i>School restructuring under No Child Left Behind: What works when? A guide for education leaders.</i>	Sept. 2010	Sept. 2010
3A & 3C	On-going PD in the use of data-driven systems to monitor & evaluate instruction.	The development & use of systems to monitor & 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). <i>School restructuring under No Child Left Behind: What works when? A guide for education leaders.</i>	Nov. 2010	June, 2013
3B	Campus leadership & Tchrs will jointly develop an appraisal instrument best suited to teacher-directed instruction & CAI.	Collaboration among the instructional staff and campus leadership will enhance their ability to identify and solve instructional problems.	Goe, L. & Croft, A. (2009). <i>Methods of evaluating teacher effectiveness.</i>	August, 2010	August, 2010
3B & 3C	Campus leadership & all stakeholders will review CIP, CINA & 90-day action plans on a quarterly basis.	Stakeholders need to regularly review all formative data impacting student achievement and make adjustments to the CIP maintaining the integrity of the implementation of the 90-day action plans.	Bernhardt, V. L. (2004). <i>Data analysis for continuous school improvement.</i>	Quarterly Initial Oct. 2010	May, 2013
3A, 3B, & 3C	Campus leadership will participate in PD provided by SIRC Technical Assistance (TA) providers on the Transformation Model & other technical assistance provided by ESC, Region I consultants.	It is important that campus & district leadership receive PD from the SIRC TA provider & technical assistance from other providers to ensure the systematic and sustained implementation of the Transformation Model.	Kouzes, J. M., Posner, B. Z. (2002). <i>The leadership challenge</i> (3rd ed.).	August, 2010	June, 2013

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3A	Campus leadership, including, Instructional Program Director (IPD) & teacher leaders will participate in PD to enhance their classroom observation skills for conducting walkthroughs & formal observations.	It is essential that campus leadership, including the IPD, tchr leaders & teachers understand the importance of the need to monitor & improve instruction through effective, & purposeful walkthroughs & formal classroom observations.	<u>Walkthroughs for Powerful Learning</u> - ESC, Region One Resources	August 2010	July, 2013
3A	Campus leadership & teachers will participate in book studies that provide research-based practices to increase student learning & success.	Book studies allow for active engagement in reflective teaching practices thus allowing for a greater understanding of student learning through effective teaching.	<u>Walkthroughs for Powerful Learning</u> - ESC, Region One Resources	August 2010	July, 2013
3A, 3B, & 3C	Instructional Program Director (IPD) will implement a peer-coaching program.	On-going in-house PD provided by the IPD, as C & I specialist & instructional resource, modeling lessons, & peer coaching will support & strengthen instruction.	National Comprehensive Center for Teacher Quality. (2009, March). <i>Methods of evaluating teacher effectiveness.</i>	August 2010	July, 2013
3A, 3B, & 3C	Campus leadership & teachers will engage in Action Research Projects.	A greater understanding of teaching, learning and factors affecting or impacting student learning and the community can be obtained through campus-based action research projects.	Riel, M. (2010) Understanding Action Research, Center for Collaborative Action Research. Pepperdine University.	August 2010	July, 2013
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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Employ instructional assistants, one each in core subject areas.	This will enable every core subject area to be staffed by a teacher and an instructional assistant. This will enhance small-group and individualized instruction provided by the teacher.	Doing What Works. (2009). <i>Provide academic support and enrichment to improve academic performance</i> . Washington, DC: U.S. Department of Education.	August, 2010	July, 2013
4A, 4B, & 4C	Develop and use campus & subject specific instructionally-focused calendars.	The instructionally focused calendar will create a "road-map" delineating major junctures in the academic school year to ensure student success.	Davenport, P. & Anderson, G. (2002) "Closing the Achievement Gap: No Excuses".	August 2010	July, 2013
4A	Students attend school four hours daily in three 80 minute blocked periods, either in the morning or afternoon.	The 80 minute block schedule allows more time for student-teacher & student-student interactions during the day & students have an opportunity to explore topics in-depth with students & teachers.	Dynarski, M., et al (September 2008) "Dropout Prevention: A Practice Guide (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance.	August, 2010	June, 2013
4A	All students will have an opportunity for extended day services. A priority list of struggling students will be identified & required to attend an "extended-day" school schedule.	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). <i>Provide academic support and enrichment to improve academic performance</i> . WA, DC: U.S. Department of Education.	August, 2010	May, 2013
4A	Four-hour Saturday tutorials will be initiated 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). <i>Provide academic support and enrichment to improve academic performance</i> . WA, DC: U.S. Department of Education.	August, 2010	May, 2013
4B, 4C	Campus leadership and teachers will meet once a month on Saturdays to review the implementation of the 90-day action plan and staff collaborative planning.	Maintaining the integrity of the 90-day action plan is essential for success; and collaborative planning is essential in ensuring that instructional focus is also maintained.	"Reducing Dropouts and Increasing Graduation Rates" SEDL TXCC Webinar 8, May 18, 2010.	August 2010	July, 2013

4A, 4B & 4C	Tchrs will modify & customize the C-Scope curriculum for accelerated instruction to be implemented on a 3-trimester basis for MVA students thus allowing for greater opportunities for credit recovery.	The modified C-SCOPE curriculum will provide students & teachers with a well-sequenced, instructional prgm with flexible pacing, thus enhancing students' ability to fill learning gaps, master the state curriculum.	Blackboard. (2009, June). <i>Credit recovery: Exploring answers to a national priority.</i>	August, 2010	June, 2013
4A, 4B, & 4C	Teacher collaboration activities will be conducted as part of on-going PD on the use of differentiated instruction to meet student needs. Tchrs will also implement interdisciplinary units to increase time on task and SE's.	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 begin in Oct. 2010	May, 2013
4A, 4B, & 4C	Teachers will implement project- & inquiry-based contextual learning strategies incorporating the 5E Model & the ELPS through an interdisciplinary instructional approach.	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 begin in Oct. 2010	May, 2013
4A, 4B, & 4C	Implement a dual enrollment program with local colleges & universities.	Offering dual enrollment courses creates a college-going culture & allowing students to be college-ready.	"Reducing Dropouts and Increasing Graduation Rates" SEDL TXCC Webinar 8, May 18, 2010.	August, 2010	June, 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). <i>Provide academic support and enrichment to improve academic performance.</i>	Sept. 2010	May, 2013
4A	Homebound services for PRS students will be enhanced using lap-tops & the use of online courses to assist with dropout prevention.	Courses delivered via online will enable homebound PRS students to continue their studies & maintain & accrue credits.	Watson, J., & Gemin, B., (2008). <i>Using on-line learning for at-risk students and credit recovery.</i>	August, 2010	June, 2013
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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5A, 5B & 5C	Continue employment of a Parental Involvement Liaison.	It is essential to have a parental involvement liaison to coordinate parent and community involvement activities.	Parent Involvement: When Mom and Dad Go to School. www.familit.org/pdf/mom-dad-school.pdf	August, 2010	July, 2013
5A, 5B & 5C	On-going parent & community meetings will be held; representatives from various community service agencies will provide presentations where students and their parents will learn about the services provided and gain knowledge on how to access them. Parents will be surveyed at the initial meeting on the selection of topics & sessions for future meetings	The majority of our students and their families are considered high at-risk and in need of various social services; needs that if not met may create barriers to their education. Many of the available social services may be out of student/parent reach due to their inability or lack of knowledge as to how to access them.	Patrikakou, E., Weisberg, R., Redding, S., & Walberg, H. J. (Eds.). (2005). <i>School-family partnerships for children's success.</i>	Conduct Monthly Meetings August 2010	May, 2013
5A, 5B & 5C	On-going parent, student, and teacher activities focused on: values, grades, TAKS, life skills, organization & management, attendance and safety, outside service agencies, post-secondary education-college/FAFSA applications.	Forming partnerships between students, parents and teachers focused on meaningful activities creates an atmosphere of trust—an essential element for school success.	Patrikakou, E., Weisberg, R., Redding, S., & Walberg, H. J. (Eds.). (2005). <i>School-family partnerships for children's success.</i>	Conduct Monthly Meetings August 2010	May, 2013
5A, 5B & 5C	Employ a social worker with experience & expertise in case-management & drop-out prevention and recovery and facilitate the linking of students and parents with social service agencies.	The social worker will work with enrolled students as well as with "Leaver" students & help identify barriers preventing them from staying in school or returning to school.	Blackboard. (2009, June). <i>Credit recovery: Exploring answers to a national priority.</i>	August, 2010	June, 2013

5A & 5B	Parents, community members and all other stakeholders will 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). <i>Data analysis for continuous school improvement</i> .	Quarterly Oct. 2010	May, 2013
5A, 5B & 5C	Create partnerships with community agencies and businesses for a "school-to-work" program.	Creating opportunities for students to "job-shadow" professionals will provide them with career-awareness options.	"Reducing Dropouts and Increasing Graduation Rates" SEDL TXCC Webinar 8, May 18, 2010.	August 2010	May 2013
5A, 5B & 5C	Establish a parent- and community evening literacy & ESL program at the campus.	There is a need for community outreach that will serve as a conduit for adult education.	"Reducing Dropouts and Increasing Graduation Rates" SEDL TXCC Webinar 8, May 18, 2010.	August 2010	May 2013
5A & 5B	Teachers will keep a parent/student contact/conference log.	It is essential that teachers actively engage and communicate with parents and students' regarding the latter's academic progress.	"Reducing Dropouts and Increasing Graduation Rates" SEDL TXCC Webinar 8, May 18, 2010.	August 2010	May 2013
5A & 5B	Establish a report card night at the end of each trimester.	It is essential that teachers actively engage and communicate with parents and students' regarding the latter's academic progress.	"Reducing Dropouts and Increasing Graduation Rates" SEDL TXCC Webinar 8, May 18, 2010.	August 2010	May 2013
5A, 5B & 5C	On-going Professional Development via webinars in Achieving Excellence and Innovation in Family, School, and Community Engagement for Teachers.	It is essential that stakeholders learn about best practices in family, school, and community engagement research, impacting school improvement and student learning.	Harvard Family Research Project; since 1983 have helped stakeholders develop strategies to promote the well being of children, youth, families, and their communities. http://www.hfrp.org/	August 2010	June 2010

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6A & 6B	Provide initial and ongoing PD on Positive Behavior Support (PBIS) interventions for all staff to establish a positive school climate.	Teachers & campus leadership need to learn ways to establish a positive climate & communicate positively towards students in at-risk situations.	Duffy, H. (n.d.). <i>Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered interventions.</i>	August, 2010	July, 2013
6A & 6B	Develop & implement the PBIS intervention plan and review the Student Code of Conduct and modify as needed to meet PBIS intervention principles.	Implementation of an effective PBIS 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). <i>Building academic success on social and emotional learning: What does the research say?</i>	August, 2010	July, 2013
6A, 6B, & 6C	Create and establish a viable and effective student attendance incentives program.	Establishing an effective attendance incentives program that begins with "extrinsic" rewards & ends with the development of "intrinsic" motivation is the key to changing a culture of truancy.	National High School Center, "Developing Early Warning Systems to Identify Potential High School Dropouts" 2009.	August, 2010	July, 2013
6A, 6B, & 6C	Create and establish extra-curricular school sponsored activities.	Establishing a student council & clubs creates a sense of belonging thru engagement among students & has the potential to increase student participation & attendance.	National High School Center, "Approaches to Dropout Prevention: Heeding Early Warning Signs with Appropriate Interventions" October 2007.	August, 2010	July, 2013
6A & 6B	Campus leadership & teachers jointly develop a teacher appraisal instrument which includes PBIS intervention indicators.	It is important that all staff members employ the PBIS interventions in their daily interactions with students.	National Comprehensive Center for Teacher Quality. (2009, March). <i>Methods of evaluating teacher effectiveness.</i>	August, 2010	August, 2010
6A, 6B, & 6C	Review behavioral data & PEIMS to analyze PBIS implementation.	Reviewing behavioral data & PEIMS will quantify the implementation of the PBIS interventions.	National High School Center, "Developing Early Warning Systems to Identify Potential High School Dropouts" 2009.	August, 2010	July, 2013
Add additional pages as needed.					

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A, 7B, & 7C	Instructional Program Director (IPD) will be employed.	The IPD as C & I specialist will be able to focus primarily on instruction & in the implementation of the curriculum guiding/supporting teachers through peer coaching activities; assisting with the development of teacher-leaders.	Mickelson, John M., Appel, Marilyn B., & Prusso, Kenneth W., (1969). <i>The Director of Curriculum and Instruction</i> .	August, 2010	June, 2013
7A, 7B	Instructional Program Director will implement a peer-coaching program.	On-going in-house PD provided by the IPD, as C & I specialist & instructional resource, modeling lessons, & peer coaching will support & strengthen instruction.	National Comprehensive Center for Teacher Quality. (2009, March). <i>Methods of evaluating teacher effectiveness</i> .	August 2010	July, 2013
7A	Teachers and campus leadership will jointly develop an appraisal instrument best suited to both teacher-directed and computer assisted 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.	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). <i>Methods of evaluating teacher effectiveness</i>	Nov., 2010	Nov., 2013
7A	Campus leadership, including the IPD will use walkthroughs & formal observations as part of a systemic method to improve teacher directed instruction & monitor the implementation of CAI.	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). <i>Methods of evaluating teacher effectiveness</i> .	Sept., 2010	May, 2013

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7B	Teachers will participate in initial and on-going job-embedded PD in differentiated, & ELPS instruction according to students' performance on formative assessments.	Developing effective instructional strategies and dealing effectively with students in at-risk situations is an on-going process enhanced through on-going PD.	National Comprehensive Center for Teacher Quality. (2009, March). <i>Methods of evaluating teacher effectiveness.</i>	August, 2010	June, 2013
7C	Jointly develop goals & rubric for teacher performance incentives, tied directly to student achievement.	Providing financial incentives to teachers for meeting or exceeding high academic goals will increase teacher recruitment & retention.	National Comprehensive Center for Teacher Quality. (2007). <i>Paying for teachers' performance: Strategies and conditions for success.</i>	Sept., 2010	May, 2013
7C	Provide financial incentives 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 recruitment & retention.	National Comprehensive Center for Teacher Quality. (2007). <i>Paying for teachers' performance: Strategies and conditions for success.</i>	May, 2011	May, 2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Other Improvement Activities and Timeline (cont.)					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1B, 1C, 2C, 4B, 5B, 5C, 6A, 6B, 6C	□□□□□□□□□□ nt/Student Orientation meetings upon enrollment as per SAPI Standard Operations Directory.	It is essential that parents & students understand all school requirements & expectations, such as attendance, grades, parent participation & involvement to support home-school engagement.	Harvard Family Research Project; since 1983 have helped stakeholders develop strategies to promote the well being of children, youth, families, and their communities. http://www.hfrp.org/	August 2010	May 2013
1A, 1B, 1C, 2B, 2C, 4A, 6A, 6B, 6C	Upon enrollment, students will be placed in appropriate cohort based on projected year of graduation & provided with their personal graduation plan (PGP) thru accelerated instruction. (TEC §28.0212 & TEC §29.081)	It is essential that students be provided with a clear roadmap of the steps leading to their graduation delineated in incremental "on-track" benchmarks needing to be met.	Inspired by Heppen, J.B. & Therriault, S.B. (July 2008) "Developing Early Warning Systems to Identify High School Dropouts" National High School Center.	August 2010	May 2013
2A, 2B, 2C, 5A, 5B, 5C	Weekly "Leaver" follow-up logs & dropout recovery efforts will be maintained.	It is important to continue dropout recovery efforts, encouraging students to re-enroll in school & obtain their H.S. diploma.	Dynarski, M., et al (Sept. 2008) "Dropout Prevention: A Practice Guide (NCEE 2008-4025). WA, DC: National Center for Education Evaluation and Regional Assistance.	August 2010	May 2013
1B, 4A, 6A, & 6B	Enter into partnership with local Workforce Solutions for School-to-Work career & work-based learning & readiness.	This partnership will provide students with both the motivation to graduate from high school and establish a foundation from which to pursue their college & career goals.	"Parent Brief: Promoting effective parent involvement in secondary education and transition." (July 2006) National Center on Secondary Education and Transition (NCSET) and PACER Center.	August 2010	May 2013
1B, 4A, 6A, & 6B	Explore option of creating career-pathways with South Texas Community College.	Connecting the school to work through career development & work-based learning will both motivate students to graduate from high school & establish a foundation from which to pursue their college & career goals.	"Parent Brief: Promoting effective parent involvement in secondary education and transition." (July 2006) National Center on Secondary Education and Transition (NCSET) and PACER Center.	August 2010	May 2013
Add additional pages as needed.					

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

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
Dr. Daniel Garcia, District Director/Shepherd and Mr. Rogelio Hinojosa, Director Mid Valley Academy – Mercedes campus, will oversee the implementation of the grant at the district and campus level. Both Dr. Garcia and Mr. Hinojosa will work closely with Ms. Orfelinda Jimenez, Project Manager, and will follow a systematic process to monitor grant activities and ensure grant initiatives and strategies are being implemented with fidelity and reflected in the 90-day action plan. Dr. Garcia, Mr. Hinojosa and Ms. Jimenez will also participate in regularly scheduled SBDM meetings with all stakeholders to review the 90-day action plan, and the two year CIP and CINA. These SBDM meetings will enable all stakeholders to make suggestions and changes to the CIP and ensure that all grant activities are effectively implemented. During these meetings, all stakeholders will have access to a 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, Optional Flexible School Day Program participation, number of parents involved, social services contacts; 7) participation in CAI by reviewing use & performance logs; 8) performance of students served by Special-Education teacher & teacher assistant; 9) instructional assistants; and 10) Pregnancy and Related Services (PRS) data. By analyzing formative assessment data, members of the SBDM committee will be able to determine the extent to which grant activities are being effectively implemented and that progress goals are being met according to the 90-day action plan. If any activities are not being implemented with fidelity, the campus director will bear the responsibility for ensuring that the 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 working document. As formative assessment data is used to evaluate and update the 90-day action plan and 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, through the review of the 90-day action plans, and with end-of-year assessment data reviewed to complete the needs assessment and CIP for the next academic year and the development of each "new" action plan.		

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Schedule #4C—Performance Assessment and Evaluation

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

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

Formative Evaluation Activities:

- will include reviewing the quality, type, and degree to which planning is occurring throughout the grant period, especially at intervening periods by creating a project monitoring template to include: 1) monitoring implementation, and evaluation of project activities; 2) collaboration with project partners; 3) quality and level of communication with and reporting to management on the progress of the project, identifying any problems encountered and how they were resolved; 4) the degree or level of participation and involvement by the director, teachers, parents, students, the work of the coordination of social services team, and community members in project activities; 5) identifying strengths and weaknesses of the project design, its implementation, and evaluation; and 6) the extent to which recommendations were implemented that modified or improved the program as a result of on-going evaluation activities.
- will include reviewing the quality, type, and level of job-embedded professional development activities occurring throughout the grant period, especially at intervening periods by creating a project monitoring template to include: 1) the listing of all professional development sessions and attendees to improve curriculum and instruction and campus leadership; 2) degree to which "lessons learned" through professional development are being implemented with fidelity by teachers as reflected through formal observations and walkthroughs and that campus director logs reflect implementation of campus leadership initiatives and verified by District Director logs; 3) level of services actually provided to the targeted population by teachers, campus leadership, members of the coordination of social services team, and outside agencies; 4.) the quality of the development of the C-SCOPE curriculum framework; 5) the quality and type of instruction which is reflective of project- & inquiry-based contextual learning, incorporating the 5E Instructional Model and the English Language Proficiency Standards (ELPS) and the use of portfolio and project- and performance-based assessments; 6) number of students enrolled in and completing dual enrollment courses at the college/university; 7) effectiveness of parent & community based programs; and 6) the quality of any products or documents developed as part of the project.
- will include reviewing the quality, type, and level of strategies implemented to improve student retention, and increase graduation rate throughout the grant period, especially at intervening periods by creating a project monitoring template to include: 1) placement and listing of student cohorts; 2) early warning dropout prevention system data review & analysis: 1st month, 1st quarter & 1st trimester attendance; "on-track" course performance, credits earned/courses completed by trimester & GPA by students receiving direct and CAI instruction; 4) coordination of social services team member case logs; 5) student/parent surveys; and 6) agendas, sign-in sheets of parent involvement meetings and the success of school-to-work community programs.

The above mentioned areas will be evaluated on a regular basis via the campus SBDM committee and the review of the 90-day action plans. 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 and reflected in the 90-day action plan. The 90-day action plan will reflect on-going needs of the campus, and how they are being addressed. As stated earlier, members of the SBDM will have a variety of formative assessment data to evaluate the above-mentioned grant activities through the 90-day action plans, and make recommendations that address any areas of the grant not being implemented with fidelity. The District Director as Project Shepherd, the Project Manager and Campus Director will ensure that recommendations made through the formative evaluation process will be acted upon on a timely manner.

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
The campus will use a variety of methods to collect data to inform stakeholders of the progress towards meeting performance goals and objectives through the 90-day action plan review process. Qualitative and quantitative sources of data to measure academic progress include the following: 1) result of students' formative assessments in all four core subject areas; 2) course completion rates and credits earned per trimester; 3) results of TAKS Tests and benchmark assessments; 4) student progress in completing course projects; 5) student "Leavers" recovered and review of contact logs; 6) the number of students enrolled in and successfully completing dual enrollment courses; 7) number of students participating in "school-to-work" career awareness business partnerships. Collection of student usage and performance data inherent in the CAI management system will also be reviewed and determine total credits attempted and earned. Some data will be collected on a weekly basis and reviewed and analyzed by the SBDM on a monthly basis and at the end of the 90-day action plan review meeting in preparation for the development of subsequent 90-day action plans. Other quantitative data will be collected for performance goals and objectives which indirectly impact student achievement. For example, student attendance information, the number of discipline referrals made during a specific time period, and phone/home visitation logs will be some of the types of data used and information and data gathered through the early warning dropout prevention system. 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 parental involvement activities such as the literacy and ESL classes among other activities. Questionnaires and surveys will also be used to determine teachers' perceptions of the impact and effectiveness of professional development activities and the extent to which these have impacted student performance. Both quantitative and qualitative data will be disaggregated in a manner that accurately reflects all students, including subpopulation students, measured by both state and federal accountability systems. The disaggregation of student data will ensure the regular monitoring of student performance. The goal of the analysis and review of qualitative and quantitative data will be to improve instruction. Data will be collected, disaggregated and analyzed regularly. Strategies or activities that are not helping students meet performance goals can be modified or replaced. All stakeholders will participate, either directly or in an advisory capacity, in the analysis and review of data and in the modification of strategies and activities and in the development of the 90-day action plans. The systematic cycle of data collection, disaggregation, analysis and review, and the resultant program modifications done as needed, will lead the campus toward continuous improvement. As stated earlier, the members of the campus SBDM committee understand that the needs assessment and CIP are working documents, and as such, are in a constant state of deliberate and purposeful revisions. Toward this end, the SBDM will meet in the months of October, December, February, April and May 2010-2011 to review and monitor all grant activities and strategies to ensure its successful implementation and will be in a better position to review and write each succeeding 90-day action plans.		

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Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
As stated earlier in this application, the campus SBDM committee conducted a comprehensive needs assessment and developed the CIP for the 2009-2011 school years. The SBDM committee is using goals and objectives identified in the CIP as the starting point for the development of the campus performance goals to be incorporated in this grant and subsequently in the 90-day action plan. However, the SBDM will meet in early June 2010 to review the 2010 TAKS results and other forms of summative data to determine the extent to which the performance goals and objectives were met and begin revising the CIP and begin writing the initial 90-day action plan. The revision of the CIP will include updating the needs assessment that will in turn drive the development of the 2010-2013 CIP which will become the blueprint throughout the grant period; and, the 90-day action plans will serve to monitor the progress toward meeting the target goals of the grant. It is understood that the CIP is subject to on-going revisions and updating based on needs as a result of formative, interim and summative assessments. The district director, campus Project Manager and campus director will guide the campus SBDM committee in the development of the performance goals and 90-day action plans to ensure that they reflect the broad goals and objectives of this grant. Also, the performance goals must be aligned with the annual performance goals and objectives and the Federal Statutory Requirements set forth in the grant.		
Members of the campus SBDM committee include will the following: ▪ District director & Shepherd, who serves as a district representative on the committee ▪ Campus director ▪ Curriculum Specialist/Project Manager ▪ Four core teachers and one elective teacher ▪ Campus Social Worker ▪ Attendance Officer ▪ PRS Teacher ▪ Parental Involvement Liaison ▪ Academic Counselor ▪ Dropout Prevention Counselor ▪ One student ▪ Two parents ▪ One business or community representative ▪ One board member, representing the charter district		
Because the Quarterly Implementation Reports (QIRs) are due every quarter begin November 2010, the SBDM will meet in the months of October, January, April and June 2010-2011 to review the 90-day action plan and monitor all grant activities and strategies to ensure its successful implementation and submittal of the QIRs. The committee will adjust its meetings with each succeeding year of the grant period will continue the practice of using 90-day action plans as a means to sustain the culture of school improvement. The submittal of the final QIR is due July 31, 2013.		

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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	82%	85%	88%	90%
2	Improve Student Achievement in Mathematics	TAKS	43%	63%	83%	90%
3	Improve Student Achievement in Science	TAKS	50%	70%	80%	90%
4	Improve Student Achievement in Social Studies	TAKS	94%	95%	96%	97%
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	PD in Kilgo & DMAC Training	Lsn Plns, Walkthrs, formal observations	NA	90% utilization	95% utilization	100% utilization
2	PD & implmnt subject specific pedagogy, differentiated, 5E Model & ELPS instruction.	Lsn Plns, Walkthrs, formal observations	NA	90% implmnt	95% implmnt	100% implmnt
3	Student portfolios & project- & perfmrnce-based assessments	Lsn Plns, Walkthrs, frml obs, assmts	NA	90% implmnt	95% implmnt	100% implmnt
4	Attendance at monthly teacher collaboration mtgs-90-day AP	Agendas, minutes, sign-in sheets	NA	95% progress	95% progress	95% progress
5	Social Services Support Team	Team Membership, Early Warning System	NA	Dropout rate of 20% or less	Dropout rate of 15% or less	Dropout rate of 10% or less

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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	PD data-driven systems to monitor & evaluate instruction (SIRC & other providers/consultants).	Lsn Pins, Walkthrs, formal observations	NA	90% utilization	95% utilization	100% utilization
2	Jointly developed appraisal instrument	Actual Appraisal Instrument	NA	Developed and used	Refined and used	Refined and used
3	All stakeholders review CIP, CINA, & 90-day action plans on a monthly & quarterly basis.	CIP, CINA, & 90-day AP Revisions	NA	Updated 4 times by summer	Updated 4 times by summer	Updated 4 times by summer
4	Implementation of Peer Coaching Strategies	Lsn Pins, Walkthrs, frml obs, st prfrmce	NA	90% Use Best Prctices	95% Use Best Prctices	100% Use Best Prctices
5	Campus Leadership, Instructional Program Director, & Tchrs engaged in Action Research	AR Topics; Lsn Pins, Walkthrs, frml obs, st prfrmce	NA	ID Topics	90% Tchrs Meeting Expcntns; 10% Exceed	85% Tchrs Meeting Expcntns; 15% Exceed

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	Develop and use campus & subject specific instructionally-focused calendars.	Calendars; Lsn Pins Walkthrs, frml obs.	NA	Developed and used	Refined and used	Refined and used
2	Priority list of struggling students will be ID & required to attend an "extended-day" school schedule.	List of students; improved student performance; credits earned	NA	Reduce # ID by 10%	Reduce # ID by 15%	Reduce # ID by 20%
3	4-hour Sat. tutorials will be initiated for students not meeting academic benchmarks.	Attendance, Portfolios, TAKS, benchmarks	NA	Reduce # ID by 10%	Reduce # ID by 15%	Reduce # ID by 20%
4	Implement a dual enrollment program with local college & universities.	Dual Enrollment Attendance (Survey)	NA	10% Enrollment	15% enrollment	20% enrollment
5	Homebound PRS services laptops & the use of online courses to assist with drop- out prevention.	PRS/Homebound enrollment records	NA	100%	100%	100%

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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	On-going monthly parent & community meetings- Resource Referral Information.	Attendance Records, agenda,	NA	10 parnts each mtg	20 parnts each mtg	30 parnts each mtg
2	Teachers will keep a parent/student contact conference log.	Contact log	NA	90% Tchr contacts	95% Tchr contacts	95% Tchr contacts
3	Establish a report card night at the end of each trimester.	Attendance Records	NA	60% Parent Attends	80% Parent Attends	90% Parent Attends
4	Social Worker for dropout prevention, retention & recovery	Data Logs	NA	Dropout rate of 20%<	Dropout rate of 20%<	Dropout rate of 20%<
5	Parental Involvement Program	Increased Parent Participation & Involvement	NA	60% Parent Attends	80% Parent Attends	90% Parent Attends

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	Provide PD on Positive Behavior Support (PBS) interventions & review PBS Data	Lsn Plns, Walkthrs, frm obs, st prfrmce, referrals	NA	10% referrals	5% referrals	2% referrals
2	Create and establish a viable and effective student attendance incentives program.	Attendance data	NA	87% attend. rate	90% attend. rate	95% attend. rate
3	Create & Establish Extra-Curricular School Sponsored Activities to engage students	Student Council/Club Memberships	NA	10% Participati on	15% Participati on	20% Participati on
4	Jointly developed appraisal instrument	Actual Appraisal Instrument	NA	Developed and used	Refined and used	Refined and used
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	PD & implmnt subject specific pedagogy, differentiated, 5E Model & ELPS instruction.	Lsn Plns, Walkthrs, formal observations	NA	90% implmnt	95% implmnt	100% implmnt
2	Jointly developed appraisal instrument	Actual Appraisal Instrument	NA	Developed and used	Refined and used	Refined and used
3	Campus leadership will use walkthrus & frml obsrvtns to improve tchr dirctd instrtn & CAI.	Lsn Plns, Walkthrs, formal observations	NA	15 Walkthr & 2 frml ob	10 Walkthr & 2 frml ob	5 Walkthr & 2 frml ob
4	Instructional Program Director will implement a peer-coaching program.	Tchr Appraisal Scores/Assessme nt Scores	NA	5% increase	8% increase	12% increase
5	Financial incentives to teachers and other instructional staff	TAKS Assessment Scores	NA	10%	10%	10%

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	Conduct Parent/Student Orientations upon enrollment; 100% Attendance Required	Attendance, Agenda, sign-ins; signed contracts	NA	100%	100%	100%
2	Students Placed by Cohorts, & Develop PGPs	Student Cohorts, PGPs,	NA	100%	100%	100%
3	Weekly "Leaver" follow-up logs & dropout recovery efforts will be maintained.	Leaver Logs; List of Students Recovered	NA	Dropout 20% <; Recover 45%	Dropout 15% <; Recover 50%	Dropout 10% < Recover 60%
4	Partnerships with Workforce Solutions	# of Students Participating	NA	10% Enrollment	15% enrollment	20% enrollment
5	Explore Options for Career Pathways with South Texas Community College	# of Students Participating	NA	10% Enrollment	15% enrollment	20% enrollment

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	☒	☒	☒
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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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
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.	☐	☐	☐

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Texas Title I Priority Schools Grant				
Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
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 # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	☐	☐	☐
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:	☐	☐	☐
	Other Strategy:			

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

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A	Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276
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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	\$617,325	\$33,000	0	\$650,325
Professional and Contracted Services	5C	6200	\$ 86,800	0	0	\$ 86,800
Supplies and Materials	5D	6300	\$ 25,000	0	0	\$ 25,000
Other Operating Costs	5E	6400	\$ 23,000	0	0	\$ 23,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	\$65,000	0	0	\$65,000
Total Direct Costs			\$817,125	\$33,000	0	\$850,125
3.5% Indirect Costs				0	0	0
Grand Total						
Total Budgeted Costs:			\$817,125	33,000	0	\$850,125

Administrative Cost Calculation	
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	\$850,125
Multiply by 5% (5% limit)	X 5%
Enter Maximum Allowable for Administration, including Indirect Costs	\$ 42,506

NOTE: Made corrections to Schedule #5 to correctly reflect LEA Administrative Costs.

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$312,709 Year 2: SY 2011-2012 \$268,708 Year 3: SY 2012-2013 \$268,708 *		
* 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 for computer hardware and software. Professional development and general supply costs are also reduced in years two and three.		
Note: The original grant application included language referring to the purchase of furniture. The negotiation notes specifically indicated: Page 65: "Please refer to the program guidelines for purchase of furniture and clarify". This language has been deleted since no furniture is to be purchased with grant funds.		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	# Full-Time Effort	# Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Co-Science Teacher	1		\$	\$ 147,000
2	Educational Aide	One TA in each core subject area to assist with instruction.	4			\$ 180,000
3	Tutor					
Program Management and Administration						
4	Project Manager	To assist with Project Implementation				
5	Project Coordinator					
6	Teacher Facilitator/Dean of Instruction	To assist with implementation of C & I; classroom observations				
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	To assist with project implementation.		1		\$33,000
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker	Case management to meet student social needs		1		\$ 52,500
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	To implement parent/community involvement activities		1		\$48,000
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$460,500
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 3,000
28	6119	Professional Staff Extra-Duty Pay (Summer Curriculum Writing teams)				12,000
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits + Incentive Pay (84,825 + 90,000)				174,825
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$189,825
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$650,325

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Texas Title I Priority Schools Grant							
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval							
Expense Item Description				Pre-Award	Total Amount Budgeted		
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	0		
	Specify purpose:						
6269	Rental or Lease of Buildings, Space in Buildings, or Land				0		
	Specify purpose and provide calculation:						
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				0		
	Specify purpose:						
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)				0		
	Specify purpose:						
Subtotal							
6200 - Professional and Contracted Services Cost Requiring Specific Approval				0	0		
Professional and Consulting Services (6219/6239) Less than \$10,000							
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted	
1.	Margaret Kilgo Training			\$ 9,000	\$	\$ 9,000	
2.	ESC, Region I- Positive Behavior Support Training			4,800		4,800	
3.	ESC, Region I- C-SCOPE Training			3,000		3,000	
4.	ESC, Region I- Differentiated Instruction & ELPS Training			4,500		4,500	
5.	ESC, Region I- Higher Level Thinking Skills			1,500		1,500	
6.	ESC, Region I- Thinking Maps			1,500		1,500	
7.	ESC, Region I- RTI			1,500		1,500	
8.	Argot Limited- Data Management & Disaggregation			8,500		8,500	
9.							
10.							
Subtotal							
Professional and Consulting Services Less than \$10,000				\$		\$ 34,300	
Professional and Consulting Services (6219) Greater than or Equal to \$10,000							
1. Description of Professional or Consulting Service (Topic/Purpose/Service):							
Maria May Consultant							
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs					\$ 13,500	\$	\$ 13,500
Title: Math Made Easy Teaching Strategies							
Subgrants, Subcontracts, Subcontracted Services							
Supplies and Materials							
Other Operating Costs							
Capital Outlay (Subgrants Only)							
Indirect Cost (____%)							
Total Payment:					\$ 13,500	\$	\$ 13,500

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.) Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): SIRC, ESC, Region 13				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Leadership Training		\$ 30,000	\$	\$ 30,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 30,000	\$	\$ 30,000
3. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Targeted Job-Embedded Professional Development		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$
4. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title:		\$	\$	\$
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		0		0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		\$ 34,300		\$ 34,300
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		43,500		43,500
Remaining 6200- Professional and Contracted Services that do not require specific approval:		9,000		9,000
Grand Total:		86,800		86,800

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by telephone/e-mail/FAX on <i>10/22</i>		School Years 2010-2013		Amendment No	
by <i>JPK</i>					
Texas Title I Priority Schools Grant					
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
Technology Hardware- Not Capitalized					
	#	Type	Purpose	Quantity	
6399	1				
	2				
	3				
	4				
	5				
6399	Technology Software- Not Capitalized				
6399	Supplies and Materials Associated with Advisory Council or Committee				
Total Supplies and Materials Requiring Specific Approval:					0
Remaining 6300- Supplies and Materials that do not require specific approval:					25,000
Grand Total				\$	\$ 25,000

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Texas Title I Priority Schools Grant					
Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$	\$ 8,000
	Specify purpose: Attend NSDC Summer Conference				
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)				3,000
	Specify purpose: Attend NSDC Summer Conference-Supt. & 2 Board Members				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)				
	Specify name and purpose of organization:				
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:					11,000
Remaining 6400 - Other Operating Costs that do not require specific approval:					12,000
Grand Total				\$	\$23,000

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Texas Title I Priority Schools Grant

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

Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)				
1				0
66XX/15XX- Technology Hardware - Capitalized				
2 Laptop Computers, Tchrs.	\$1,800.00	6		\$10,800
3 Laptop Computers, Computer Assisted Instruction (CAI) Students	800.00	49		39,200
4				
5				
6				
7				
8				
9				
10				
11				
66XX/15XX- Technology Software- Capitalized				
12 Computer Assisted Instruction (CAI) Computer software	15,000	1		\$15,000
13				
14				
15				
16				
17				
18				
66XX/15XX- Equipment and Furniture				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.				
29				0
Grand Total				
Total 6600/15XX- Capital Outlay Costs:				\$65,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108804 County-District No.
Texas Title I Priority Schools Grant		

Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108804 County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont.GENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**108804

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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

- S. Unfair Business Practices:** 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.

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

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

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

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

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

Rev. 03/2010

The signing of Schedule #1 - General Information by applicant indicates acceptance of and compliance with all requirements described on this schedule.
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SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108804</u> County-District No.
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.

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>108804</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>108804</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

The applicant certifies by signature on Schedule #1 - General Information, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. (See **Schedule #6D - Disclosure of Lobbying Activities.**)
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the U. S. Department of Education and the Texas Education Agency relied when they made or entered into this grant or contract. Any organization that fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Dept. of Education form #ED 80-0008
 As amended by the Texas Education Agency

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108804 County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program:			
Name:			
1. Type of Federal Action ☐ a. Contract ☐ b. Grant	2. Status of Federal Action: ☐ a. Bid/Offer/Application ☐ b. Initial award ☐ c. Post-award	3. Report Type: ☐ a. Initial filing ☐ b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: ☐ Subawardee Tier (if known): _____ Congressional District (if known): _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
6. Federal Department/Agency:		7. Federal Program Name/Description: CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):		10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108804 County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108804</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108804 County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control**;
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction**;
 - (E) **does not charge tuition**;
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act**;
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated**;
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements**;
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108804 County-District No.
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4. Highly Qualified:

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108804</u> County-District No.
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798
 - a. The Model Selection and Description Report must be submitted to TEA no later than **February 1, 2011**. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:
 - i. Comprehensive Needs Assessment process.
 - ii. Establish the grant budget by the required categories.
 - iii. Identification and Selection of the intervention model.
 - iv. Development of activities to implement selected intervention model.
 - v. Development of Timeline of Grant Activities.
- 2) The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
- 3) The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.

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- 4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
- 5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
- 6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
- 9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
- 10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will implement the following federal requirements.
 1. Develop and increase teacher and school leader effectiveness.
 - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
 - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 2. Are designed and developed and with teacher and principal involvement
 2. Comprehensive instructional reform strategies.
 - A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
 - B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
 3. Increasing learning time and creating community-oriented schools.
 - A. Establish schedules and strategies that provide increased learning time; and
 - B. Provide ongoing mechanisms for family and community engagement.
 4. Providing operational flexibility and sustained support.
 - A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 11) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
 - A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
 - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**108804

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Texas Title I Priority Schools Grant

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



COMPTROLLER OF PUBLIC ACCOUNTS
STATE OF TEXAS
AUSTIN, 78774

November 5, 1992

Eduardo Gutierrez
The Student Alternatives
Program, Incorporated
1523 W. Mistletoe
San Antonio, TX 78201-5446

Dear Mr. Gutierrez:

We have determined that the Student Alternatives Program, Incorporated, Taxpayer No. 1-74-2598053-3, qualifies for exemption from state franchise tax and state sales tax. In the event that we have reason to believe that it no longer qualifies for the exemptions, we will notify the registered agent that the exempt status is under review. The franchise tax exemption as a 501(c)(3) organization is effective December 21, 1990.

This corporation also qualifies for exemption from the state and local sales taxes effective the date of this letter as a 501(c)(3) organization. It may now issue an exemption certificate in lieu of the sales tax on taxable items if they relate to the purpose of the exempt organization and are not used for the personal benefit of a private stockholder or individual. The certificate does not require a number to be valid and may be reproduced in any quantity.

If the organization changes its name, Registered Agent or address, it is required to notify the Secretary of State.

If you have questions regarding this matter, please write or call the Exempt Organizations Section at 1-800-531-5441, extension 3-4142. For general tax information, call toll free at 1-800-252-5555. The regular number is 512/463-4600.

Sincerely,

Stefanie B. Medack

Stefanie B. Medack
Exempt Organizations

SBM/sm74

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Mid Valley Academy LEA Name	108804 County-District#
by telephone/e-mail/FAX on _____ by _____ of TEA.			Mid Valley Academy Campus Name	003 Campus Number
			9-Digit Vendor ID#	1 ESC Region
			NOGA ID# (Assigned by TEA)	August 31, 2010 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	The need to consistently use student data, from formative, interim & summative assessments, to monitor achievement.		
	B	The need to develop an effective, consistent, and rigorous TEKS-based curriculum framework to be implemented on a trimester-basis.		
	C	The need to monitor instruction on an on-going basis via walkthroughs and formal observations using an observation instrument.		

2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	The need to provide on-going, high quality job-embedded professional development that addresses the review & analysis of data to drive instruction.
	B	The need to consistently use student data, from formative, interim & summative assessments, to monitor achievement.
	C	The need to provide on-going, high quality job-embedded professional development for campus leadership among staff.
3. Increase Leadership Effectiveness		
Milestones	A	The need to provide on-going, high quality job-embedded professional development for campus leadership among staff.
	B	The need to allow common planning periods for teachers.
	C	The need to foster the development & use of evaluation systems & processes for measuring changes in instructional practices.
4. Increase Learning Time		
Milestones	A	The need to increase learning time by providing instruction beyond the regular school day.
	B	The need to increase instructional time by reducing the number of staff development held during instruction.
	C	The need to allow common planning periods for teachers.
5. Increase Parent / Community Involvement		
Milestones	A	The need to increase and strengthen parental involvement activities.
	B	The need to increase the role of parents in the operation of the campus.
	C	The need to implement a program of social/community services.
6. Improve School Climate		
Milestones	A	The need to increase student attendance.
	B	The need to increase learning time/time on task to foster positive student instructional engagement.
	C	The need to increase the number of opportunities for student participation.
7. Increase Teacher Quality		
Milestones	A	The need to mutually develop an observation and appraisal instrument by teachers, administrators and staff.
	B	The need to provide on-going, high quality job-embedded professional development for campus leadership among staff.
	C	The need to develop a plan to recruit and retain highly qualified staff.
Other Identified Needs (not listed above)		
A		The need to enhance the use of CAI for credit recovery & accrual.
B		The need to create a college-going culture thus preparing students to be college-ready.

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	39%
Increase the Use of Quality Data to Drive Instruction	3%
Increase Leadership Effectiveness	16%
Increase Learning Time	10%
Increase Parent / Community Involvement	6%
Improve School Climate	6%
Increase Teacher Quality	16%
Other Remaining Costs	4%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. <i>Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</i>	
Improve Academic Performance	0%
Increase the Use of Quality Data to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

Part 3: Intervention Model
☒ Transformation
☒ TEA Approved Model with technical assistance provided by the School Improvement Resource Center ☐ 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. Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana). 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 for the 2009-2010 school year to assist the campus with the pre-transformation district initiative which included the establishment of a district office and the reorganization of the campus.

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;**

All teachers and the administrator will jointly develop the walk-through observation tool and the formal appraisal instrument to include the use of student journals, portfolios and performance-based projects and student performance results on state assessments. As part of the evaluation of teachers and the principal, "matched-scores" for students who have been at the campus for two -years in a row will be reviewed as well as year-to-year growth measures for all students. The former will provide the teacher and principal with the opportunity to be evaluated on their respective program and its success. Reviewing year-to-year growth will allow teachers and the principal to be evaluated on the general growth of all students regardless of the district they came from.

- 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;**

School leaders, teachers, and other staff members will participate in developing the criteria for determining incentive pay initiative to be implemented as a result of increased student achievement and high school graduation rates, among criteria such as attendance, voluntary work, mentoring students, participation in parental involvement and other campus-wide activities. Staff members performing unsatisfactorily will be removed.

- 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**

The campus staff development calendar has been developed for the 2010-2011 school year which includes high-quality, job-embedded staff development in subject-specific pedagogy, ELPS and differentiated instruction aligned with the campus comprehensive needs assessment. Additionally, campus leadership, teacher leaders and teachers will also attend non-district sponsored staff development sessions also aligned to the campus needs assessment.

- 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.**

The school organization is planning on increasing teacher salaries comparable to area districts and charter schools. Additionally, an incentive pay system as described in I.C. above will be developed and implemented.

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

All instructional staff and school leaders have attended and will continue to attend staff development on data analysis that will be used to effectively implement the research-based C-SCOPE curriculum framework which is aligned to the State academic 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.

Campus leaders, and teachers will use DMAC, a data management system, to analyze student performance data on State assessments, and district benchmarks to identify areas of strength as well address areas of need of all students including special population students. Additionally, ARGOT, a custom data management service, will be contracted to provide more indepth custom reports.

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/cqi/content/abstract/29/4/296*

A priority list of struggling students will be identified and these students will be required to attend an "extended-day" school schedule. Additionally, four-hour Saturday tutorials will be initiated for students not meeting academic benchmarks. Develop and use campus & subject specific instructionally-focused calendars. Students attend school four hours daily in three 80 minute blocked periods, either in the morning or afternoon. Campus leadership and teachers will meet once a month on Saturdays to review the implementation of the 90-day action plan and staff collaborative planning. Teachers will modify & customize the C-Scope curriculum for accelerated instruction to be implemented on a 3-trimester basis for MVA students thus allowing for greater opportunities for credit recovery. Teacher collaboration activities will be conducted as part of on-going PD on the use of differentiated instruction to meet student needs. Teachers will also implement interdisciplinary units to increase time on task and SE's. Teachers will implement project- & inquiry-based contextual learning strategies incorporating the 5E Model & the ELPS through an interdisciplinary instructional approach. The campus will implement a dual enrollment program with local colleges & universities. Students will have the option to receive SES. Homebound services for PRS students will be enhanced using lap-tops & the use of online courses to assist with dropout prevention.

B. Provide ongoing mechanisms for family and community engagement.

On-going parent & community meetings will be held; representatives from various community service agencies will provide presentations where students and their parents will learn about the services provided and gain knowledge on how to access them. Parents will be surveyed at the initial meeting on the selection of topics & sessions for future meetings. Additionally, on-going parent, student, and teacher activities focused on: values, grades, TAKS, life skills, organization & management, attendance and safety, outside service agencies, post-secondary education-college/FAFSA applications. Establish a parent- and community evening literacy & ESL program at the campus. Establish a report card night at the end of each trimester. Provide on-going Professional Development via webinars in Achieving Excellence and Innovation in Family, School, and Community Engagement for Teachers. Teachers will keep a parent/student contact/conference log.

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;

Campus leadership and teachers will jointly develop an appraisal instrument best suited to teacher-directed instruction & CAI. Campus leadership and all stakeholders will review CIP, CINA & 90-day action plans on a quarterly basis. Campus leadership will implement a peer-coaching program. Purchase CAI software program for credit recovery/accrual.

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).

Campus leadership will participate in PD provided by SIRC Technical Assistance (TA) providers from ESC, Region XIII on the Transformation Model as well as other technical assistance provided by ESC, Region I consultants.

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

I. Develop and increase teacher and school leader effectiveness.

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

The school organization is working on a plan to increase salaries for teachers that will be comparable to the salaries of local LEAs and charter schools as a way of attracting and retaining highly qualified teachers.

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

Campus leadership and teachers will jointly develop an appraisal instrument best suited to teacher-directed instruction & CAI. Campus leadership, and teacher leaders will participate in professional development to enhance their classroom observation skills for conducting walkthroughs & formal observations. Campus leadership will use walkthroughs & formal observations as part of a systemic method to improve teacher instructional practices by identifying those that are being implemented as well as those instructional practices needing improvement. Staff development sessions to be attended will be based on identified campus needs, and teachers will be expected to in-service other teachers upon their return.

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;

Teachers, as a professional learning community (PLC), will review, modify and customize the C-Scope curriculum for accelerated instruction to be implemented on a 3-trimester basis. On-going monthly departmental meetings will be held to share best practices being utilized in classrooms, including differentiated instruction and to enhance teachers instructional skills. Teachers will maintain and periodically review student portfolios & project- and performance-based assessments to monitor student progress and the acquisition of subject-matter knowledge and skills.

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

Provide initial and ongoing professional development on Positive Behavior Intervention Support (PBIS) for all staff to establish a positive school climate. Develop and implement the PBIS plan and review the Student Code of Conduct and modify as needed to meet PBIS principles. Campus leadership and teachers will jointly develop a teacher appraisal instrument which includes PBIS indicators; and, continuously review behavioral data and PEIMS to analyze PBIS implementation.

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;

All core-areas lessons will be modified for individual students using differentiated, and ELPS instruction according to students' performance on formative assessments. The C-SCOPE curriculum framework is state aligned for Grades 9 to 12; is focused on the 5E Model including the ELPS and is supportive in the instruction of special needs students, ELL, and Special Education students.

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

Purchase and use of computers and peripherals for credit recovery/accrual. In addition to teacher directed instruction providing a CAI TEKS-based option for credit recovery and accrual will motivate students to continue their schooling. A proposal is being prepared to equip all classrooms with document cameras. A student

response system (clickers) will be purchased to monitor ongoing lessons. In addition, laptop computers and laser printers will be in all classrooms to facilitate project-based student presentations.

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;**

The campus will implement a dual enrollment program with local colleges & universities. Offering dual enrollment courses creates a college-going culture and will allow students to be college-ready. Additionally, field-trips to colleges/universities will be scheduled during the 2010-2011 school year.

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

A "Summer Bridge" program will be implemented Summer 2011 for entering freshman to the campus giving these students an opportunity to earn credits toward their high school graduation requirements.

- 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;**

Teachers will provide small-group and individualized targeted instruction in combination with CAI and teachers will use performance-based & portfolio assessments to monitor student progress. Additionally, Mid Valley Academy operates an accelerated curriculum. Teachers will modify and customize the C-Scope curriculum for accelerated instruction to be implemented on a 3-trimester basis for MVA students thus allowing for greater opportunities for credit recovery under a three-year graduation plan; allowing some students to qualify for an early graduation scholarship. The modified C-SCOPE curriculum will provide students and teachers with a well-sequenced, instructional program with flexible pacing, thus enhancing student's ability to fill learning gaps, and master the state curriculum.

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

Develop and implement an early warning dropout prevention system by continuing the coordination of social services support team for dropout prevention. The coordination of a social services support team will serve as a Response to Intervention (RTI) approach to regularly monitor course performance, attendance, other "on-track" data to ensure that students stay in school, are accumulating credits & making progress toward graduation. Additionally, a social worker with experience and expertise in case-management and drop-out prevention and recovery will be hired to facilitate the linking of students and parents with social service agencies. And, the social worker, as member of the coordination of social services team, will work with enrolled students as well as with "Leaver" students and help identify barriers preventing them from staying in school or returning to school.

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, & health needs;

Continue employment of a Parental and Community Liaison and provide on-going parent & community meetings with representatives from various community service agencies who will provide presentations for students and their parents regarding the services provided and on how to gain access to them. Parents will be surveyed at the initial meeting on the selection of topics and sessions for future meetings. Partnerships with community agencies and businesses for a "school -to-work" program will be created. Other activities by the campus may include establishing "clothes closet", food pantry, blood drive and other community activities designed to engage students in service-learning projects.

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;

An advisory period will be implemented by modifying the school schedule on Fridays. Teachers will address a variety of topics such as graduation plans (PGPs), credits earned, character education, attendance, transitioning to post secondary education and the workforce, among other topics.

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;

Provide initial and ongoing professional development on Positive Behavior Intervention Support (PBIS) for all staff to establish a positive school climate. Develop and implement the PBIS plan and review the Student Code of Conduct and modify as needed to meet PBIS principles. Campus leadership and teachers will jointly develop a teacher appraisal instrument which includes PBIS indicators; and, continuously review behavioral data and PEIMS to analyze PBIS implementation.

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, Mid Valley Academy is implementing the Transformation Model.

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

Mid Valley Academy's budget is prepared under the philosophy of the "money follows the students" which is weighted based on identified student needs at the campus.

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	Consistently use student data, from formative, interim & summative assessments, to monitor achievement.	08/10	07/13
	B	Continue to use the C-SCOPE an effective, consistent, and rigorous TEKS-based curriculum framework to be implemented on a trimester-basis.	08/10	07/13
	C	Monitor instruction on an on-going basis via walkthroughs and formal observations using an observation instrument.	08/10	07/13
2	A	Provide on-going, high quality job-embedded professional development that addresses the review & analysis of data to drive instruction.	08/10	07/13
	B	Consistently use student data, from formative, interim & summative assessments, to monitor achievement.	08/10	07/13
	C	Provide on-going, high quality job-embedded professional development for campus leadership and among staff.	08/10	07/13
3	A	Provide on-going, high quality job-embedded professional development for campus leadership and among staff.	08/10	07/13
	B	Allow common planning periods for teachers.	10/10	07/13
	C	Foster the development & use of evaluation systems & processes for measuring changes in instructional practices.	08/10	07/13
4	A	Increase learning time by providing instruction beyond the regular school day.	09/10	07/13
	B	Increase instructional time by reducing the number of staff development held during instruction.	09/10	07/13
	C	Allow common planning periods for teachers.	10/10	07/13
5	A	Increase and strengthen parental involvement activities.	09/10	07/13
	B	Increase the role of parents in the operation of the campus.	09/10	07/13
	C	Implement a program of social/community services.	10/10	07/13
6	A	Increase student attendance.	08/10	07/13
	B	Increase learning time/time on task to foster positive student instructional engagement.	08/10	07/13
	C	Increase the number of opportunities for student participation.	09/10	07/13
7	A	Mutually develop an observation and appraisal instrument by teachers, administrators and staff.	10/10	12/10
	B	Provide on-going, high quality job-embedded professional development for campus leadership and among staff.	08/10	07/13
	C	Revise the plan to recruit and retain highly qualified staff.	09/10	07/13

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.

TTIPS Review and Negotiation Criteria for Model Selection and Description Report

TTIPS Staff:

LEA Name: <u>Mid Valley Academy</u>	CD #: <u>108804</u>
Campus Name: <u>San Benito</u>	Campus Number: <u>003</u>

Directions:

1. Please review each Campus application using the provided rubric.
2. Ensure the LEA/campus submits the CNA section and the appropriate Model section.
3. In order to be able to approve the report and release the remainder of the LEA/campus' first year grant award, the applicant must score a "3" or above on 33% of the review indicators with no less than a rating of "2" on any indicator. If this score is not met, the TEA staff must contact the LEA/campus to negotiate the report.

Program Information -- Please complete the following regarding the campus application for TTIPS funds .**A. Persistently Lowest Achieving School**

☐ Tier I ☐ Tier II ☐ Tier III

OR**Additional Schools Identified**

☐ Tier I ☐ Tier II ☐ Tier III

B. Student Population

1. Indicate grade levels that the campus serves.

☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

C. Number of Students Served _____**D. Intervention Model Selected**

☐ Turnaround ☐ Restart ☐ Closure ☐ Transformation ☐ Tier III Transformation