

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____  of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>Beaumont ISD</b> Organization Name	<b>123-910</b> County-District#
		<b>Paul A. Brown Education Center</b> Campus Name	<b>123-910-012</b> Campus Number
		74-6000-317 9-Digit Vendor ID#	<b>Five (5)</b> ESC Region
		105520017110007 NOGA ID# (Assigned by TEA)	Amendment #

### Texas Title I Priority Schools Grant

#### Schedule #1 - General Information

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

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

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

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

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

**Tier I** ☐ **Tier II** ☒ **Tier III** ☐

#### Part 1: Index to the Application

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

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

#### Certification and Incorporation

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

#### Authorized Official

Typed First Name	Initial	Last Name	Title
<b>Dr. Carol</b>	<b>A</b>	<b>THOMAS</b>	<b>Superintendent of Schools</b>
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
<b>(409) 617-5132</b>	<b>(409) 617-5184</b>	<b>cthomas@beaumont.k12.tx.us</b>	
<b>Only the legally responsible party may sign this application.</b>			05/26/2010

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.

**701-10-112-296**

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

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

**Part 3: Applicant Information**

**Local Educational Agency (LEA) Information**

LEA Name

**Beaumont Independent School District (BISD)**

Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
<b>3396 Harrison Avenue</b>		<b>Beaumont</b>	<b>Texas</b>	<b>77706-5009</b>
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
<b>TX-005</b>	<b>073923146</b>	<b>1c9j6</b>	<b>4809670</b>	

Campus Name	County-District Campus Number			
<b>Paul A. Brown Education Center [AKA Brown Alternative School (BAS)]</b>	<b>123-910-012</b>			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
		<b>Beaumont</b>	<b>Texas</b>	

**Applicant Contacts**

**Primary Contact**

First Name	Initial	Last Name	Title	
<b>Dr. Tobechukwu</b>	<b>N.</b>	<b>IKEGULU</b>	<b>Programs Evaluator</b>	
Telephone	Fax	Email		
<b>(409) 617-5009</b>	<b>(409) 617-5182</b>	<b>tikegu1@beaumont.k12.tx.us</b>		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
<b>3395 Harrison Avenue</b>		<b>Beaumont</b>	<b>Texas</b>	<b>77706-5009</b>

**Secondary Contact**

First Name	Initial	Last Name	Title	
<b>Suzanne</b>		<b>Glenn</b>	<b>Principal</b>	
Telephone	Fax	E-mail		
<b>(409) 617-5720</b>	<b>(409) 617-5738</b>	<b>ecolber@beaumont.k12.tx.us</b>		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
<b>1900 Pope Street</b>		<b>Beaumont</b>	<b>Texas</b>	<b>77703</b>

**Paul A. Brown Alternative Education Center:**

**Mission Statement**

THE MISSION OF PAUL A. BROWN ALTERNATIVE CENTER IS TO BE DEDICATED TO PROVIDING QUALITY EDUCATION THAT WILL MEET THE NEEDS OF A DIVERSE STUDENT POPULATION IN AN ENVIRONMENT OF ACCEPTANCE. THE SCHOOL WILL PROVIDE ACADEMIC OPPORTUNITIES FOR STUDENTS WHOSE NEEDS HAVE NOT BEEN MET WITH THE REGULAR ACADEMIC SCHOOL PROGRAM. THE SCHOOL WILL PROVIDE EMOTIONAL AND SOCIAL SUPPORT AND GUIDANCE FOR STUDENTS IN ORDER THAT THEY MAY BE SUCCESSFUL, PRODUCTIVE CITIZENS.

**Instructional Programs:**

Paul Brown Alternative Education Center offers instructional programs designed to meet the individual needs of the students. Our programs are to encourage the at risk student to continue an academic path toward high school graduation. We emphasize dropout recovery and accelerated instruction for regular education students who are two or more years behind academically and chronologically. These students are offered another chance to achieve high school graduation. We depend on the District curriculum guidelines and requirements. We meet these curriculum requirements through District textbooks and curriculum, supplemented by Instructional computer systems, Plato, Study Island, C.O.R.E., Item-analysis Program, Rand-McNally, After-School tutorials, and individualized syllabi constructed by the teachers. The classes are purposely smaller, so as to provide individualized instruction for the students. Students also may attend extended day courses three days a week to earn additional credits and receive tutoring in areas of weakness. We have Vocational Education classes in order to better relate school to the world of work.

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<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:8%;">Line No.</th> <th style="width:8%;">Sch. No.</th> <th style="width:15%;">Class/ Object Code</th> <th style="width:18%;">Grant Project Costs Previously Approved Budget</th> <th style="width:15%;">B Amount Deleted</th> <th style="width:15%;">C Amount Added</th> <th style="width:11%;">D New Budget</th> </tr> </thead> <tbody> <tr> <td>01</td> <td>5B</td> <td>6100</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>02</td> <td>5C</td> <td>6200</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>03</td> <td>5D</td> <td>6300</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>04</td> <td>5E</td> <td>6400</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>05</td> <td>5G</td> <td>6600/15XX</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>06</td> <td>Total Direct Costs</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>07</td> <td colspan="2">Indirect Cost (      %)</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td>08</td> <td colspan="2">Total Costs</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> <td style="text-align: center;">\$</td> </tr> <tr> <td> </td> <td colspan="2"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>							Line No.	Sch. No.	Class/ Object Code	Grant Project Costs Previously Approved Budget	B Amount Deleted	C Amount Added	D New Budget	01	5B	6100	\$	\$	\$	\$	02	5C	6200	\$	\$	\$	\$	03	5D	6300	\$	\$	\$	\$	04	5E	6400	\$	\$	\$	\$	05	5G	6600/15XX	\$	\$	\$	\$	06	Total Direct Costs	\$	\$	\$	\$	\$	07	Indirect Cost (      %)		\$	\$	\$	\$	08	Total Costs		\$	\$	\$	\$							
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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #3—Purpose of Amendment</b>		
<b>Part 3: Reason for Amendment Request.</b> For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.		
<input type="checkbox"/>	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary	
<input type="checkbox"/>	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code	
<input type="checkbox"/>	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G)	
<input type="checkbox"/>	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs	
<input type="checkbox"/>	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials	
<input type="checkbox"/>	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more.	
<input type="checkbox"/>	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.	
<input type="checkbox"/>	8. Reduction of funds allotted for training costs	
<input type="checkbox"/>	9. Additional funds needed	
<input type="checkbox"/>	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval	
<input type="checkbox"/>	11. Other (Specify)	
<b>Part 4: Amendment Justification</b> <div style="height: 150px; border: 1px solid black;"></div>		

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

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<b>Schedule #4—Program Summary and Application Requirements</b>		
<b>Part 1: Grant Program Information;</b>		
<b>Summary of Program: Purpose and Goals</b>		
<p>School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.</p> <p>Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").</p> <p>In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.</p>		
<b>Allowable Activities</b>		
<p><b>Tier I and Tier II Grantees</b></p> <ul style="list-style-type: none"> <li>■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.</li> <li>■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.</li> <li>■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.</li> </ul> <p><b>Tier III Grantees</b></p> <ul style="list-style-type: none"> <li>■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.</li> <li>■ 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.</li> <li>■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.</li> </ul> <p>In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.</p> <p>The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.</p>		

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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4—Program Requirements</b>			
<b>Part 2: Statutory Requirements</b>			
<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>must</b> implement the following federal requirements. <ol style="list-style-type: none"> <li>Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;</li> <li>Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ol style="list-style-type: none"> <li>Screen all existing staff and rehire no more than 50 percent; and</li> <li>Select new staff.</li> </ol> </li> <li>Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;</li> <li>Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;</li> <li>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</li> <li>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</li> <li>Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</li> <li>Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</li> <li>Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ol>	Program Assurances	

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<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
18	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>may</b> implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy).	Program Assurances	
19	If the LEA/campus selects to implement the school <b>closure model</b> , the campus <b>must</b> 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 <b>restart model</b> , the campus <b>must</b> 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 <b>transformation model</b> , the campus <b>must</b> 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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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 <b>may</b> also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	Program Assurances	

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23	An LEA <b>may</b> 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 <b>may</b> 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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<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
25	The LEA <b>may</b> also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
<b>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.</b>			
<b>Part 3: Statutory Assurances</b>			
<b>#</b>	<b>Statutory Assurance Description</b>		
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.		
<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
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 <b>February 1, 2011</b> . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: 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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<b>Part 4: TEA Program Assurances</b>		
<b>#</b>	<b>TEA Assurance Description</b>	
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 <u><b>transformation model</b></u> , 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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<b>Part 4: TEA Program Assurances</b>		
#	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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<b>Part 4: TEA Program Assurances</b>		
#	<b>TEA Assurance Description</b>	
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	
<b>By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.</b>		

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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).

**Executive Summary**

Paul A. Brown Alternative Education Center (i.e., Brown Alternative School [BAS]) is an alternative placement (Drop-out Recovery) secondary school in BISD, which is under an Alternative Education Accountability (AEA) system. The BAS TAKS for all subject-accountability percentage is less than 50% passing in all subjects; and its average daily attendance is at most 80% with a dropout rate in the neighborhood of 15% to 20%.

Brown Alternative School (BAS), with an approximate student population of 200 9<sup>th</sup>-12<sup>th</sup> grade commuter students, on a good day, is the only education center that accommodates students who dropped out of high school from the other three high schools in Beaumont ISD, a 153.34 square mile district in Jefferson County of Southeast Texas that is mid-way between Houston and Jasper, Texas. Over 60% of the district's students are economically disadvantaged, and 65% are minority, primarily Hispanics and African descent. Beaumont has a population of 121,593 with ethnic composition of 41.2% African Americans, 3.7% Asian Americans, 4.6% Hispanics, and 54.9% Whites. BISD is fully accredited by the TEA and education is provided for students in the pre K-12 grades.

Reducing the academic achievement gaps of all subgroups is a national agenda and a crisis in the most underprivileged and poverty stricken areas in the United States. The city of Beaumont is not an exception. The proposed Brown Accelerated Academy Project (BAAP) is needed because statistics reveal that the relationship between poverty, socioeconomic status, institutional and instructional environmental stressors, and student co-integrability are vicious cycles. Project strategies and activities offered by the BAAP are the aftermath of the updated (September 2009) Campus Improvement Plan.

Brown Alternative School students' alienation and apathy manifest through low attendance and graduation rates and, high rates of academic failures, institutional unaffiliation, and unacceptable performance gaps among student subgroups. These ill-fated conditions are the consequences these dropped-out students faced from their respective parent campuses. The proposed Brown Accelerated Academy Project will serve about 140 students in four core academic areas. The identified problems and needs will be addressed through a number of scientifically research-based (SRB) strategies intended to provide additional academic assistance and educational enrichment support, as well as career awareness activities for students and, extended planning time and professional development for teachers. A teacher Advisory Council (TAC) will support success of all students at BAS. Each teacher will be assigned 10-15 students to meet with daily, for a 15-minute period. This system will ensure that all students will have at least one caring adult who will be responsible for supervising their attendance, monitoring their social and academic progress, advising them about career decisions, and helping them obtain needed support throughout their high school career. The Crises Intervention Counselor is needed to help defray some of the behavior problems.

The BAAP proposal was written in conformity with the USDE and TEA 'Transformational Intervention Model,' and assumes that the TTIPS Grant implementation will begin in August 2010 and that the implementation will cover Mathematics, Science, Reading/Language Arts, and Social Studies. The proposal consists of developing and implementing SRB mathematics and science after-school and summer school team projects that will be aligned to the TEKS, in particular the areas where students are not performing well based on the TAKS results and district benchmark assessments will be addressed throughout the life of the project. The after-school and summer school team learning activities are intended to be quite different from the activities that most student experience during the regular school day. The learning activities will be program-oriented with considerable "hands-on," technology support, and laboratory activities with the teachers as facilitators. The team learning activities will complement the model lessons that are being taught in both mathematics and science, as well as in ELA and social studies. The after-school projects will empower students to conduct research outside the classroom, assume ownership and responsibility to work through problem solutions with their peers, produce written and make verbal presentations of their work, and produce portfolios and exhibitions of their work that earn recognition and credit in the presence of parents and other students. The curricula and instructional emphases at BAS facilitate and enhance student performance.

The team-based project will add both relevance and rigor to instruction and provide a significant opportunity to expand communication between parents, teachers, and other stakeholders. In this team-based model, members collaborate on projects that pose problems that the team must solve. Through this intellectual exercise, each team member and the team teacher will help bridge the gap of understanding of the relevant problems and math or scientific principles involved. Teachers will act as facilitators and move about from team to team for observation and feedback. Teachers will learn, through scheduled staff development activities, how to facilitate these teams by utilizing proven, research-based instructional strategies that are taught through professional development with the Charles A. Dana Center and the Cambridge Management System. The ESC-13 will provide the Technical Assistance.

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<b>Part 1: Comprehensive Needs Assessment</b>																
<b>Section A: Campus Grade Levels</b>																
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											24	39	44	30	137	
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Total Students:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>39</b>	<b>44</b>	<b>30</b>	<b>137</b>	
<b>Total Instructional Staff</b>														<b>15</b>		
<b>Total Support Staff</b>														<b>3</b>		
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>																
1	Campus-based 2009-2010 Preliminary TAKS Report															
2	District (BISD) PEIMS Report (Dated 01/19/2010)															
3	2009-2010 Campus Plan															
4	District-wide Item Analysis and TEAMS Database Program															
5	Percent Students in Full/Reduced Price Lunch (Title I Eligibility) from Title I Department															
6	Number and Percent Students Passing Mathematics TAKS (By Grade Level; 2008-2009 & 2007-2008 AEIS Report)															
7	Number and Percent Students Passing Mathematics Test (District Benchmark ; 2008-2009 & 2007-2008 AEIS Report)															
8																
9																
10																

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section C: Process</b> Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</b>		
<u>Needs Assessment</u>		
<p>Results of the Improving Teaching and Learning Grant Survey indicated that the order of the weakest curricula areas is math, science, ELA, and social studies. Whence, the Charles A. Dana Center and University of Texas (Austin) has agreed to focus its Professional Development sequencing in Mathematics, Science, English Language Arts, and Social Studies. The Dana Center, Cambridge Management System, and Carnegie Learning are collaborative partners in the preparation of the BAAP proposal.</p> <p><b><u>Institutional Climate/Culture:</u></b></p> <p>BAS campus is saturated with historically underserved students → 70% African American and 27% Hispanics. About 93% of the student population could be characterized as Economically Disadvantaged. Nearly 99% of the students who attend this campus could qualify for Title I Free/Reduced Lunch Program. The campus lacks inadequate Parental Involvement due to language barriers and parent'(s)' level of education (at-riskness). Of the 188 9<sup>th</sup>-12<sup>th</sup> grade students who took the 2008-2009 Mathematics TAKS Exam, 7% 9<sup>th</sup>, 55% 10<sup>th</sup>, and 62% 11<sup>th</sup> graders passed the examination. Some of the rationales for these failures could be attributed to lack of district-vele support: (1) the district core-subject supervisors rarely vist the campus, (2) regular campus vist and classroom walktroughs are extant, and (3) district-wide Item Analysis Program is not suitable for the nine-week BAS student assessment at the district level.</p> <p>In as much that Brown Alternative School does not lack adequate campus leadership, per se; however, school climate or culture, and adequate instructional staff are problematic. BAS has only one Reading and Science teacher(s) and the community-based as well as parent involvement activities at BAS are not functional. Consequently, the student apathy and at-riskness almost doubled in their respective quest for academic prowess. These resulted in the campus being considered as a dumping ground for BISD students. Although Brown Alternative Education Center is a recovery campus for BISD drop-out students by design, the lack of cohesive communication between the district administrators, the campus, and the community have bedeviled the campus and have consequently reduced it to a low performing school in BISD.</p> <p>Furthermore, the antiquated library is stacked with out-dated books and media and technology materials that could benefit students in their educational endeavors. Most of the students who attend BAS are very at-risk to the point that transportation to-and-from school is a problem; thus, the rationale for low (, 80%) student attendance. The majority of these students are parents themselves, who need to work to take care of their young ones.</p> <p><b><u>Completion Rate:</u></b> The average grade-level completion rate at BAS (76.6%) is less than the State's (95.5%) and the District's (90.0%). More male (88.9%) than female (85.0%) students completed their formal high school education at BAS. African American (87.0%) and Hispanic (87.1%) are more likely to graduate from BAS than their White counterparts.</p> <p>The 2008-2009 and 2009-2010 data collected at Brown Alternative School indicated dismal portraits of widespread student disengagement, alienation and failure, and unaffiliation with their parent institutions. Absenteeism is extraordinarily high. The dropout rate is double the state average. Academic performance gaps between the economically disadvantaged, Hispanic, and White students are disheartening. The BAS failure rates are unacceptable, that is, 46.3% of ninth, 34.9% of tenth, 12.2% of eleventh, and 8.9% of twelfth graders failed at least one course during the 2008-2009 school year.</p> <p><b><u>Parent/Community Involvement:</u></b> Parental Involvement and Student-Community Interactions and campus staff complaints indicated a general lack of School-Community Interactions. As well as linking students and communities and promoting school-to-work transition.</p> <p><b><u>School/Campus Structure:</u></b> There is no doubt that the staff at BAS are loyal to the campus leadership. School/Campus structure will be provided through workshops offered by the Technical Assistance Provider from ESC-13 SIRC, Dana Center, and Cambridge Knowledge Systems. In five days, the training will cover how the curriculum can be integrated to tap into the multiple intelligence strengths of all learners, the use of databases to develop integrated, interdisciplinary units aligned with district and state standards, and developing anticipatory sets that grab students' attention to produce highly diverse project/problem learning products. Dr. Taylor's training utilizes a collaborative learning model based on brain research that facilitates project/problem learning and illustrates the use of timetables of history and science to enhance and connect disciplines.</p>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>		
<b>1</b>	Assistant Superintendent for Research, Planning, and Evaluation	
<b>2</b>	Title Program Director	
<b>3</b>	Programs Evaluator	
<b>4</b>	Assistant Superintendent for Secondary School	
<b>5</b>	Title IV and Drug-Free Coordinator	
<b>6</b>	Assistant Principal, Brown Alternative Education center	
<b>7</b>	Charles A. DANA Center and University of Austin (Austin, TX)	
<b>8</b>	Cambridge Knowledge Systems Representatives	
<b>9</b>	Communities-In-School Representative	
<b>10</b>	Campus-based CEIC members	
<b>11</b>	Parent:	
<b>12</b>	BAS Counselor	
<b><u>List of Campus Education Improvement Committee (CEIC) Members:</u></b>		
<b><u>Voting Members/Teachers:</u></b>		
<b><u>Teachers:</u></b>		
1) Social Studies Teacher		
2) Mathematics Teacher		
3) Science Teacher		
<b><u>Campus Leadership:-</u></b>		
(1) Assistant Principal		
(2) Principal		
(3) School Counselor		
<b><u>District-Level Member:</u></b> Assistant Superintendent for Secondary School		
<b><u>Parent/Community and CBO Members:</u></b>		
1) Community-Based organization Representative		
2) Parent/Community Representative		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 2: Project Management</b>		
<b>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).</b>		
<b>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.</b>		
<p style="text-align: center;"><b><u>Project Design and Objectives</u></b></p> <p><b><u>BISD and BAAP Operational Flexibility</u></b></p> <p>The BAAP proposal was written in conformity with the USDE and TEA '<b><u>Transformational Intervention Model</u></b>,' and assumes that the TTIPS Grant implementation will begin in August 2010 and that the implementation will cover Mathematics, Science, Reading/Language Arts, and Social Studies. The proposal consists of developing and implementing SRB mathematics and science after-school and summer school team projects that will be aligned to the TEKS, in particular the areas where students are not performing well based on the TAKS results and district benchmark assessments will be addressed throughout the life of the project. The after-school and summer school team learning activities are intended to be quite different from the activities that most student experience during the regular school day. The learning activities will be program-oriented with considerable "hands-on," technology support, and laboratory activities with the teachers as facilitators. The team learning activities will complement the model lessons that are being taught in both mathematics and science, as well as in ELA and social studies. The after-school projects will empower students to conduct research outside the classroom, assume ownership and responsibility to work through problem solutions with their peers, produce written and make verbal presentations of their work, and produce portfolios and exhibitions of their work that earn recognition and credit in the presence of parents and other students. The curricula and instructional emphases at BAS facilitate and enhance student performance.</p> <p>Beaumont ISD and BAS are already engaged in rigorous and aggressive transformational reform efforts. 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.</p> <p>The operational flexibility for the Brown's Alternative Academy Project (BAAP) at Brown Alternative School (BAS) is as depicted in the flow chart on page 107. Information flow relative to the selected Intervention Model at BAS starts from the Superintendent of Schools (as approved by the Board of Trustees) through the Assistant Superintendents for Secondary Schools and Research, Planning, &amp; Evaluation to the District's Shepherd for the BAAP/BAS and the campus leadership. There are also flexible information shearing between the Campus Principal and the Superintendent of Schools as well as between the Principal and the Assistant Superintendents. Project needs and concerns are communicated to the campus-based Campus Education Improvement Committee (CEIC) and BAAP Committee members by the staff members at BAS through the Project Manager. The Superintendent of Schools has granted the principal operational flexibilities in hiring her staff, scheduling classes for students and professional development opportunities for staff, as well as budgetary/spending decision for the full implementation of the selected Intervention Model.</p> <p>The campus leadership and BAAP Management Team included the following needs-based objectives in the Campus Improvement Plan:</p> <ul style="list-style-type: none"> <li>☑ By May 2011 and beyond, all instructional faculties and staff will have become familiar with a variety of techniques and strategies that will enhance their ability to manage diverse learners within the classroom and on campus grounds. To increase, by 10%, employment of Spanish Speaking Personnel, (teachers, auxiliary staff, tutors), who will impact LEP, ESL, and NES student performance in core subject areas simultaneously elevating scores on TAKS, SAT, and ACT.</li> <li>☑ By May of 2011 and beyond, the school's learning environment will be safer for all students and staff measurable by a 50% reduction in all disciplinary actions. Staff, student, parent/family and community wide commitment to the establishment and maintenance of an instructional setting that is safe, orderly and disciplined will be evident.</li> <li>☑ Incidents of minor disciplinary infractions and trespassing will be reduced to zero and graduation rate increased to at least 80%.</li> <li>☑ By May 2012 and beyond, all tests taken will increase to at least 70% in each subgroup and grade level. Commended performance will also increase by 50% and the minimum expectations on all TAKS test taken shall be: 9<sup>th</sup> grade, 70%; 10<sup>th</sup> grade, 80%; and 11<sup>th</sup> grade, 90%.</li> <li>☑ By Spring 2012 and beyond, academic gaps between all sub-groups at BAS will be narrowed by at most 10 percentage points as measured in All Tests Taken on TAKS and reported on academic excellence indicators and the AYP Performance Gain. Positive student academic performance and parental satisfaction is directly related to a safe environment. During the 2003-2004 school year, a number of visitors came onto the campus without going through the appropriate procedures.</li> <li>☑ A well-managed school has a high level of communication and partnership with parents and the community it serves, which positively affect student success. During the 2009 school year, the number of parents volunteering and involved in PTA was significantly low. BAAP will initiate strategies to increase parental involvement at BAS. Optimum student performance and effective instruction are hindered by the interference of inappropriate classroom behavior as well as on the campus premises.</li> <li>☑ Accelerate and promote learning for all students, a need exists to provide a framework for learning and instruction, which addresses all cultures and ethnic groups represented at Brown Alternative School → African American 92.2%, White 1.8%, Hispanic 4.8%, Asian American 0.8%, Native American 0.11%, and Economically Disadvantaged 62.3%.</li> </ul>		



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

**Part 2: Project Management Cont.**

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

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

**Capacity Building and Infrastructure: Support of SIP/Reform Efforts**

During the preparation of the BAAP proposal, an attempt was made to balance the provisions of professional development services to some extent between academia (higher education institutions and education consultants) and those who are currently in schools; thereby, successfully establishing the strategies that are included in this proposal. BISD has a history of successful collaborative relationships with the local university and a long-lasting partnership with Dana Center and Cambridge Technology Management System, L. L. Milton YMCA, Carnegie Learning, Junior Achievement, Ben Rogers, Lamar University, and BISD's "I Have A Dream Program," and Family Services. These business entities have made substantial contributions in helping us develop this proposal. It is for that reason that they will be so heavily involved in the actual implementation of this project.

Beaumont ISD also has a long-lasting capacity building and infrastructures built around its departments (e.g., Staff Development, Title I/Parent Involvement, Adult/Community Education, Volunteer Services, Information Services/Technology, Food/Nutrition Services, and Vocational/Technical Education); affiliated programs outside the district (e.g., Jefferson County Juvenile Probation, Teenage Parenting, etc.); various departments at BISD and Lamar University (Science and Mathematics, Engineering, Education, etc.); Beaumont Chamber of Commerce[ and some community-based organizations, non-profit organizations, and local for-profit organizations such as Boys and Girls Scouts of America, Exxon/Mobile, South East Community Bank, and L. L. Melton Family YMCA.

A district-campus-community committee was convened to address issues of concern at BISD, BAS, and the BAAP grant proposal in September-October 2009 and February-May 2010. This committee, which became known as the "BAAP Committee," spent several weeks, days, and hours conducting research, sharing their findings in public meetings, discussing options, and finally writing, and revising a plan for presentation to the Superintendent of Schools and his cabinet. The consequences of these collaborative efforts will provide students, their parents/families, and their teachers with more than a hand full of the hands-on quality teaching-learning processes, but also with the pragmatics of classroom management, instructional strategies, and pedagogy, as well as awareness of student diversity and various instructional media available in the classroom to effect the systemic changes in all student achievement. The BAAP will also empower school-community persons about the ongoing programs and services that will help revamp the social ills endemic in the metropolitan city of Beaumont by helping families and community members help themselves and their children, have contacts with other service providers, improve adult literacy, and connect families, schools, and community/business leaders.

The BAAP Management Team, BISD administrators, and Brown Alternative school staff will make use of existing school facilities in which to implement the program to maximize the effectiveness of grant funds. General operating expenses such as office space, activity space, classroom space for academic and enrichment programs, library access, Internet access, and miscellaneous supplies and materials for on-going operations are provided by the district at no cost to the grant program. Support also includes access to student information through the district's management information services and supplemental staff development opportunities. The Project Director/Evaluator will be responsible for compliance with programmatic and fiscal requirements and will work closely with the district's business manager. The Campus-based Coordinators and Lead Teachers/Counselors, with direction from the Project Director, will ensure that data collection, analysis, and reporting occur in a manner and time established by the Texas Education Agency. The project secretary will also assist in this endeavor.

The purpose of the Brown Accelerated Academy Project (BAAP), and the Texas Title I Priority School (TTIPS) Grant initiative is to foster coherent schoolwide management and improvements that cover all aspects of a high school's operations - - based on a careful assessment of campus needs as documented in the campus plan - - through staff and curriculum changes, sustained professional development, and enhanced involvement of parents. The Comprehensive School Reform: Texas Title I Priority School (TTIPS) Grant funds are not intended to support separate projects that are added on to existing programs or projects within a school resulting in a piecemeal, fragmented approach to reform.

The Mission of the BAAP is to provide a safe, orderly and well-disciplined atmosphere where all students will be empowered with academic, social, and technological skills enabling them to compete successfully as responsible and productive citizens in a diverse global society.

The Mission will be accomplished by:

- Effective campus restructuring and leadership as well as development of critical thinking skills
- High expectations of all students and meaningful and, challenging curricula and instruction
- Full involvement of parents, community, and competent staff and, campus leadership opportunities
- Unique and innovative opportunities

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Management of Grant Activities</b> – 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.		
<u><b>Project Goals and Management Plan</b></u>		
<p><b>Goals Statement.....</b> In line with district expectations, the staff at Brown Alternative School and the BAAP Management Team will strive to (By the end of 2010-2011 school year and the life of the BAAP):</p> <ul style="list-style-type: none"> <li>• Manage diversity – by May 2011, the quality of instruction will meet the needs of all student populations, 100%</li> <li>• Ensure a safe Climate – by May 2011, all students will exhibit behavior that's conducive to positive learning environment</li> <li>• Provide a quality School – By May 2011, 70% of students in each sub-group taking TAKS will demonstrate mastery of ALL tests</li> <li>• Close performance gaps between majority and minority learners – by May 2012, the gap between all sub-groups will be narrowed by at most 10 percentage points as measured by TAKS (All Tests Taken)</li> </ul> <p>➔ <b>In addition to the aforementioned district-wide goals, the campus-based goals are stated as follows:</b></p> <ul style="list-style-type: none"> <li>✓ To recruit a qualified Principal by the end of September 2010.</li> <li>✓ To implement high curricula standards for all students and alignment of all educational components with the District's curricula and state's frameworks. To increase the TAKS-All Subjects Taken passing rate for Mathematics and Science students to 65% and 70% respectively by the end of the May 2011; and in increments of 10% and 5% in subsequent school years.</li> <li>✓ To introduce technology-based Individual/Personal Graduation Plans and Credit Accrual (using the Cognitive Tutor Software Program and Cambridge Management System) systems that will help to reduce the number of disciplinary actions by 20% in year one, 30% by the second year, and by 40% by the third year, as well as increase number of students who graduate with their cohort in increments of 10%, 20%, and 30% for the first to third years.</li> <li>✓ Academic success will improve as demonstrated through: Exit Level (11<sup>th</sup> grade) TAKS passing rate increasing by 15% each successive year of the BAAP existence at BAS; by improvement in student GPA's; by SAT and ACT scores improving by 13% each successive year of the project; and by increasing numbers of students taking and passing advanced level of AP courses. A focus on teaching and learning through the provision of content-specific professional development for all instructional faculties and research-based curriculum and instruction with emphases on teacher performance and student learning at all grade levels.</li> <li>✓ To create an institutional atmosphere that fosters school-community interactions through the implementation of the Individual Education and Graduation Plans; parental involvement and family-student interactions; and linking students and communities and promoting school-to-work transition. Improve school bonding (i.e., institutional affiliation), as demonstrated in the attendance rate of all students, specifically by decreasing absenteeism by 15%, 10%, and 6%; and through the implementation of Individual Education and Graduation Plans.</li> </ul> <p><u><b>Management of Grant Activities:</b></u></p> <p>The newly hired Curriculum Coordinator/Project Manager will be responsible for all grant activities. On a daily basis, the new campus leadership, Curriculum Coordinator/Project Manager, and counselors will monitor the grant activities and program scheduling. Each of these campus monitors has extensive knowledge and experience concerning the variables/factors affecting at-risk learners. In order to ensure that the grant activities will be conducted and completed according to the proposed timeline in this application, a checklist and a questionnaire will be designed and circulated online, to which those involved with the BAAP can respond. A process of feedback will be built into this checklist that will be distributed monthly. The checklist will inquire about student participation and success based on the program's strategies and activities, Cognitive Tutor and Cambridge Management System, tutorial assistance and attendance, number of mentors assigned and with whom they visited, progress reports on targeted students, timelines of designated grant activities, number of teachers, counselors, administrators, and parents in attendance at training sessions, number of home visits, and more. Pertinent event calendars regarding the grant will also be established at the beginning of the school year, modified through the year, and circulated among all stakeholders on the campus, district, and community.</p>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Resource Management</b> – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p><b><u>Local District Resources:</u></b></p> <p>The BAAP will make use of existing school facilities to maximize the effectiveness of grant funds. General operating expenses such as office space, activity space, classroom space for academic and enrichment programs, library access, Internet access, and miscellaneous supplies and materials for on-going operations are provided by the district at no cost to the grant program. Support also includes access to student information through the district's management information services and supplemental staff development opportunities. The Program Manager/Evaluator will be responsible for compliance with programmatic and fiscal requirements and will work closely with the district's business manager. The Campus-based Coordinators and Lead Teachers/Counselor, with direction from the Program Director, will ensure that data collection, analysis, and reporting occur in a manner and time established by the TEA. The Program Secretary will also assist in this endeavor.</p> <p><b><u>Volunteers:</u></b></p> <p>The BAAP Management Team and BISD leadership plan to recruit volunteers, both senior and other adults including parents, through the Beaumont Volunteer Department and other local volunteer organizations. Volunteers will be used in enrichment courses, homework assistance and tutorial sessions, as well as assist with family literacy and enrichment opportunities. The district's volunteer/mentoring program is already in place with well-established criteria, procedures and training. New volunteers will adhere to the program's guidelines including a security check.</p> <p><b><u>Coordinated Funding and Programs:</u></b></p> <p>The Beaumont ISD is the recipient of federal funding through Titles I, II, III, IV, and V of the <i>No Child Left Behind Act of 2001</i>. With a view toward efficiency and future sustainability, funding through these programs will be utilized to maximize the effectiveness of grant funds. Title I funds are available at two project sites (CMMHS &amp; OMHS) and will help support the overall educational achievement of all students at both campuses. The BAS is not a recipient of the Titles I–V funds and, has never received external funds from any other sources. Title II, the Teacher and Principal Training and Recruitment Fund supports professional development in research-based instructional strategies. These funds would have helped provide ongoing training for project staff. Title III, English Acquisition for Limited English Proficient and Immigrant Students, provides materials and professional development for LEP and immigrant students within the district. Title III funds, if approved by the district, would have been used to purchase supplemental ESL materials for the BAAP adult literacy program. Title IV, the Safe and Drug Free Schools and Communities Program, supports professional development, curricular materials, and supplies for substance abuse prevention and education. These funds would have also helped to provide ongoing training for project staff. The basic curriculum for the BAAP character education component will be purchased through grant funds because there are no other sources of funding at this campus. The traditional summer school program is not being funded through state Optional Extended Year funding at participating middle schools, and through fee-based and local funds for the participating high schools. The extended day, funded through the BAAP, will provide students a safe haven and enrichment opportunities at the close of each day's summer school program.</p>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<div style="text-align: center; margin-bottom: 10px;"> <u><b>Temporary Project Manager</b></u> </div> <p>Dr. Ikegulu is the temporary Project Director for the BAAP/TTIPS Grant proposal at Brown Alternative School until the new principal and the curriculum coordinator/project manager are employed. Then, the newly employed Project Manager will oversee this project and programs at BAS. Dr. Ikegulu is the District's Programs Evaluator and was the district's Grants Specialist/Evaluator and, the Project Evaluator/Coordinator for the National Science foundation's Comprehensive Partnerships for Mathematics and Science Achievement (CPMSA) in BISD. The CPMSA is a five-year, \$3.5 million dollar project.</p> <p>Dr. Ikegulu is widely published in refereed journals and is a 15-year (combined higher education and public school) veteran educator who is very versed and familiar with TEA and government/foundation grants as they relate to OMB and Title I requirements with regards to funds expenditures and appropriations. Dr. Ikegulu is a very vibrant educator with a tremendous appetite for computational sciences. He has taught mathematics/statistics for over 10 years before he joined the ranks of BISD administrators. He has a BS in Mathematics, an MS in Management, an MA in Statistics, and a doctoral degree in education with emphases in Instructional Design and Statistics.</p> <div style="text-align: center; margin-top: 20px;"> <u><b>Project Manager (Permanent)</b></u> </div> <p><b>The Project Manager (New Curriculum Coordinator)</b> will be a hands-on individual with a 'go getter' attitude. This individual will work with the planning, development, implementation, and evaluation of all campus-based and curricula. This person will have a minimum of Master's degree with Texas Supervisor or other appropriate Texas certificate. Some special knowledge/Skills include working knowledge of supervision; utilize knowledge of curriculum content and the curriculum development process to facilitate teacher development of appropriate learning experiences for pupils; plan, implement and evaluate TEKS – based instructional programs with teachers and principals, including earning objectives, instructional strategies, and assessment techniques; work with appropriate staff to develop, maintain, and revise curriculum documents based on systematic review and analysis; be effective in involving instructional staff in evaluating and selecting instructional materials to meet student learning needs; and cooperate with school staff in the scheduling of instructional activities to maximize learning.</p>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 2: Project Management Cont.</b>		
<b>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).</b>		
<b>LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.</b>		
<p>The Beaumont ISD school reform structure and/or implementation efforts for the Brown Alternative School (BAS) or the Brown Alternative Academy Project (BAAP) will be shared by three departments: (1) Office of Research, Planning, and Evaluation; Title Programs Department; and Department of Curriculum and Instruction. Each department will be responsible for different aspects of the campus education improvement and restructuring efforts.</p>		
<b><u>Office of Assistant Superintendent for Research, Planning, and Evaluation</u></b>		
<p>The Office of Research, Planning and Evaluation under the leadership of Dr. Timothy Chargois has taken under its wings the Departments of Information Services (Mr. Gregory Schumacher, Director) and Performance Management/Instructional Technology (Dr. Kimber Knight, Director). The additions of both departments will help to increase the district's ability to effectively manage research, evaluation, information services, technology and student performance. The Accountability website will contain up-to-date information pertaining to performance management, research, strategic campus planning and testing and evaluation. Dr. T. Nelson Ikegulu, the Programs Evaluator, is also in this department.</p>		
<p>Campus plans are created/modified at the beginning of each school year, based upon the needs of each campus. The Campus Plans are a working document, therefore plans are revised accordingly throughout the school year.</p>		
<p>Student assessment/testing and evaluation are definitely one of the most important departments in the BISD. State and federal ratings are based upon what happens in this department; and all assessment information is disseminated by this department, as well as 504 information. The District Award for Teacher Excellence (DATE) Grant and BAAP Incentive Awards information will be located here as well.</p>		
<p>Performance Management (PM) is a technology for managing both behavior and results, the two critical elements of what is known as <i>performance</i>. Performance is the sum of behavior and results, and cannot be viewed as independent of either component. It is an outcome of effective student and campus <i>management</i>. PM is a leading indicator of performance because it drives a system or organization toward desired future goals. All 32 campuses in BISD are represented by a Performance Management Liaison. This person is responsible for disseminating PM information to their campuses, as well as submitting student/campus data to the Department of Performance Management.</p>		
<b><u>Title Programs Department</u></b>		
<p>The Title Programs Department is lead by Cathy F. Chavis with three supervisors and one parent involvement coordinator. Beaumont ISD serves more than 70% of its students through federal funding. The NCLB is about a commitment to all children, and of course, it's one that we absolutely must honor if we're going to continue to thrive as the great nation that we are. At the core of the No Child Left Behind Act are a number of measures designed to drive broad gains in student achievement and to hold states/districts and schools more accountable for student progress. The NCLB law requires strong accountability that, for the first time, holds every public school accountable for results, including results for those groups of children who typically don't perform well – many of whom are from racial or ethnic minorities, live in poverty, have disabilities or do not have English as their first language. The measure of accountability is Adequate Yearly Progress (AYP).</p>		
<p>BISD provides funding to help teachers better themselves through training and other professional development. At BISD, training is provided for teachers to prepare for the TExES exit exam. Beaumont Independent School District empowers parents to ask important questions and make informed decisions about their child's education by ensuring that schools are held accountable and receive up-to-date information. BISD also recognizes that children need safe schools in order to succeed. Support for safe schools is a key part of the law, which includes a variety of programs to help schools provide safe and healthy learning environments for all students.</p>		
<b><u>Curriculum and Instruction Department</u></b>		
<p>The Curriculum and Instruction Department is under the leaderships of the Assistant Superintendents for Elementary and Secondary Schools respectively. This department will be responsible for the development of the curricula and instruction (i.e., Mathematics, Science, Reading/Language Arts, and Social Studies) for the BAAP.</p>		

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<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p style="text-align: center;"><b><u>Previous Experience and Sustainability Beyond the Funding Period(s)</u></b></p>		
<p><b><u>The NSF CPMSA Experience:</u></b></p>		
<p>Closing the academic achievement gaps, especially in mathematics, reading, and science, across various subgroups by public schools have captured the attention and imagination of educators at all levels of the educational sphere. Much effort is being directed toward closing the achievement gaps between the ethnic/racial minority and white (Anglo) students. Through the years, efforts geared at closing these achievement gaps have been largely unsuccessful. The search for answers to this puzzling problem has prompted a more critical look at how we conduct the educational enterprise and the available data that might be employed to provide necessary insights to implement educational reform changes needed to make public schools and higher education institutions to close their respective academic achievement gaps. One such effort is the establishment of Community Learning Center by the Beaumont ISD that will offer academic assistance, educational enrichment, and community-based services within the Beaumont metropolis and the Beaumont ISD.</p>		
<p>Since the fall of 1997, the National Science Foundation's (NSF) Comprehensive Partnerships for Mathematics and Science Achievement (CPMSA) project has been a catalyst for the large-scale systemic initiative reforms directed toward improving mathematics, science, engineering, and technology (SMET) education of all BISD students. The Enterprise 2002 Evaluation Framework Model developed by Dr. Ikegulu served as the pragmatic guidelines for the BISD-CPMSA evaluation; focusing on the Clients, Educational Projects and Support Services, and the NSF Six Drivers. These Drivers provide a theoretical framework for the BISD-CPMSA implementation that focuses on standards-based curriculum and instruction, quality of professional development at BISD, aligned student assessment, leadership, policy formulation and implementation, convergence of resources, and partnerships. Unfortunately, this grant has reached its conclusion. It ended in August 2004.</p>		
<p>The BISD-CPMSA Management Team shouldered the implementation, planning, operation, and management of the BISD-CPMSA. The primary mission of the Program was to develop educational systemic change approaches that would enhance significant increases in the number of students in the district who are literate and proficient in SMET; be qualified to pursue undergraduate projects; and be able to compete in the national and global economy in sciences, mathematics, engineering, and/or technology related professions.</p>		
<p><b><u>The BAAP Sustainability:</u></b></p>		
<p>An educational enrichment project of this magnitude requires a broad base of support in terms of human and financial resources to ensure a high quality project/program effectiveness. Therefore, a BAAP Advisory Council will be established to ensure that diversity of perspectives are solicited in the operation of the project. Representatives will include both Computer Information System and higher education administrators, as well as after-school and regular education teachers to ensure the integration of alternative school and regular school day activities and curriculum, students, parents, representatives from the business community in a variety of professional fields, and representatives from community organizations. The role of the BAAP Advisory Council will be to review project activities, process and product evaluation results, and to provide advice and assistance in ensuring the implementation and maintenance of a high quality program. The project manager and project coordinator will ensure that regular meetings are held. The resources that these representatives bring to the program will support future efforts at sustainability.</p>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p style="text-align: center;"><u><b>Charles A. DANA Center and Cambridge Knowledge Systems</b></u></p> <p>The Charles A. Dana Center provides Texas education leaders with new knowledge about teaching and learning. The center also supports K-12 teachers and leaders working to implement high academic standards for all students. The Dana Center's vision is for Texas to lead the nation in the achievement of its students and the quality of its workforce. Our mission is to support education leaders and policymakers in strengthening Texas education. The center is committed to an education system that nurtures students' intellectual passions and ensures that every student leaves school prepared for postsecondary education and the contemporary workplace.</p> <p>The professional development by DANA Center include: (1) Leadership Institutes, (2) Interdisciplinary sessions for all educators, and (3) mathematics and science teachers. The Leadership Institutes incorporate classroom walkthrough (CWTs), data analysis, and institutional leadership. The Interdisciplinary/disciplinary sessions focus on a study of the TEKS, changing the minds of educators and students, alike, and campus-Based instructional leadership. The professional development approaches in mathematics and science emphasize elementary/secondary assessment/measurements, numerical fluency mathematics/science standards, and advanced mathematics and science concepts.</p> <p>The Cambridge Knowledge Systems' emphases are on K-12 Instructional Performance Management Systems (IPMS) and Personal Graduation Planner (PGP). IPMS is an integrated solution that includes web-Based assessment, data disaggregation, reporting, model lessons and activities all aligned to the TEKS. With the collaboration of Cambridge Knowledge Systems and The University of Texas Charles A. Dana Center, the IPMS provides researched-Based model lessons, activities and strategies that enhance student performance. Cambridge Knowledge Systems has developed a web-Based <b>Personal Graduation Planner (PGP)</b> system. This program supports the community of practice model and is designed for all stakeholders (counselor, teacher, student and parents) to be able to access up-to-date information on each student.</p> <p style="text-align: center;"><u><b>Region 13 Education Service Center (The SIRC)</b></u></p> <p>The Region 13 Education Service Center provides 'Leadership Institute on School Improvement (LISI) and Technical Assistant Provider (TAP). All services and trainings provided through LISI are meant to enhance leadership development <i>and</i> school improvement efforts in schools. Being part of the LISI network allows a school to:</p> <ul style="list-style-type: none"> <li>• engage in effective, research-based professional development that is unlike most traditional forms of staff development (<i>see SREB info below</i>)</li> <li>• customize learning for increased campus relevance and effectiveness</li> <li>• have ongoing support from Region XIII</li> <li>• qualify for specialized access or discounts on other services or trainings offered through Region XIII Leadership Development</li> </ul> <p><b>Alignment with the Southern Regional Education Board (SREB)</b></p> <p>The foundational core of LISI is aligned with the <b>Southern Regional Education Board Leadership Initiative</b>, a comprehensive research-based effort to redesign leadership development programs through a series of training modules.</p> <p><b>SREB Leadership Initiative:</b></p> <ul style="list-style-type: none"> <li>• Provides a focus on what principals and school leadership teams need to know and be able to do to <b>improve a school's instructional program and raise student achievement.</b></li> <li>• Each module provides activities that engage aspiring leaders and school leadership teams in <b>solving real school problems by applying research-based strategies.</b></li> <li>• The instructional design of each module follows the principles of adult learning theory and the standards for professional learning established by the National Staff Development Council (NSDC).</li> </ul>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Site Visits</b> – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p style="text-align: center;"><b><u>Project Implementation Plan: Site-Based Committee Decision to Visit Exemplary Middle Schools In Texas</u></b></p> <p>The site visits were designed to assess progress with the Austin Comprehensive School Reform Project, observe exemplary middle schools with the same demographics as Austin MS in Texas, provide a general assessment of educational practices within the district(s) and campus(es) visited, incorporate the best-practices in current school improvement reform efforts from these districts/campuses into our school culture, make recommendations for improvement within the scope of the implementation of the grant, and determine compliance with accreditation standards and federal program requirements.</p> <p><b><u>The Expected Outcomes of these Site Visits are as follows:</u></b></p> <ul style="list-style-type: none"> <li>➤ Increase the number of stakeholder groups represented on the School Improvement Advisory Committee (SIAC), Career and Technical Education (CTE) Advisory Committees and other district committees.</li> <li>➤ Increase opportunities for student voice and leadership opportunities at Dr. Martin L. King Middle School.</li> <li>➤ Continue to focus on staff retention, recruitment and hiring.</li> </ul> <p><b><u>Collaborative Relationships</u></b></p> <ol style="list-style-type: none"> <li>(1) Completion of a District Assessment Matrix to include formative and summative assessments. This will be a key component of the Program of Study and the Curriculum Adoption Process.</li> <li>(2) Increase parent involvement across the district in order to support curriculum and instruction. This may include:             <ul style="list-style-type: none"> <li>▪ a wider variety of volunteer opportunities</li> <li>▪ use parent teacher conferences as an opportunity to educate parents on various topics</li> <li>▪ implementation of Power School</li> <li>▪ expand opportunities to meet with guidance and/or crises intervention counselors about 6-year plans (IGP/PGP).</li> <li>▪ extend parent involvement in the planning of Personal Educational Plans</li> <li>▪ increase the types of parent communication tools to include the website, social media and community newspaper</li> </ul> </li> <li>(3) Identify ways to increase community involvement to support 21st century essential learning skills. This may include:             <ol style="list-style-type: none"> <li>i. community members serving on the technology committee</li> <li>ii. expansion of the membership on CEIC committees</li> <li>iii. parents and community members invited to be a part of Iowa Core Committee meetings.</li> </ol> </li> <li>(4) Promote best practices in professional learning communities at each building.</li> </ol> <p><b><u>Teaching and Learning Environment</u></b></p> <p>Development of comprehensive transition plans for students as they move from one building to another; Development of a comprehensive Program of Study that communicates all learning opportunities for all grade levels; Articulate the 6<sup>th</sup> – 8<sup>th</sup> grade Counseling Program to ensure that all students receive full support in the domain areas of Academics, Career, Personal and Social through guidance curriculum, student planning and responsive services. (see non-compliance action plan); Full implementation of the <b>Positive Behavior Support (PBS)</b> program in each building; and Increase parent engagement in student learning.</p> <p><b><u>Curriculum and Instruction</u></b></p> <p>Improve the library services and collection to support student learning; Revise and fully implement Credit Recovery Program to meet the needs of at-risk students; Increase access and opportunities for more students and varied types of learning through the Extended Learning Program (ELP – Talented and Gifted); Implementation of the ESC-13 Model for Effective Teaching and Learning; Implementation of the Iowa Core Curriculum to increase student engagement, 21<sup>st</sup> century skills and higher-level technology skills; and Development of ES/LEP instructional strategies and school-to-work-opportunities.</p> <p><b><u>Monitoring and Accountability</u></b></p> <ol style="list-style-type: none"> <li>1. Increase use of program evaluation processes for all programming . These areas would include:- (a) professional development,(b) use and impact of technology, (c) curriculum adoption, and (d) teaching strategies</li> <li>2. Ensure that data is shared with appropriate committee members and stakeholders.</li> <li>3. Monitor student data on an individual basis in order to implement successful intervention plans.</li> <li>4. Design formative assessments to inform instruction for all curricular areas.</li> </ol>		



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<b>Lack of Capacity --</b> If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p>Beaumont ISD is capable and willing to serve any of the Tier I, Tier II, and/or Tier III campuses/schools under the TTIPS Grant funds. However, there are no campuses in the district (i.e., BISD) under the Tier I grant funds in the present RFA.</p>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>		
<b>Part 3: Intervention Model</b>		
<b>Section A: Intervention Model Selection Process</b>		
<b>Intervention Model to be Implemented</b> – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<div style="margin-bottom: 10px;"> <input type="checkbox"/> Turnaround  <input type="checkbox"/> Closure  <input type="checkbox"/> Restart  <input checked="" type="checkbox"/> Transformation         </div> <p>Beaumont ISD and Brown Alternative Education Center (under the Brown Alternative Academy Project) is considering (or better yet, has chosen to implement) the USDE/TEA recommended ‘Transformation Intervention Model.’ Particularly, BISD and Brown Alternative School or Brown Alternative Education Center will also participate in the TEA Approved Transformation Intervention 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.</p> <p>The Intervention Model selected by BAAP Management Team and BISD leadership includes:</p> <ul style="list-style-type: none"> <li>➔ Campus/School reform and school structure/climate as well as the replacement of the campus principal.</li> <li>➔ Provision of SES to all students at Brown Alternative Education Center students.</li> <li>➔ Site visits to exemplary Alternative Education centers in Texas.</li> <li>➔ Invitation to the SIRC at Region 13 for Technical Assistance.</li> <li>➔ Alingment of campus-based curricula/instruction with state and district standards.</li> <li>➔ Parental/Community Involvement opportunities.</li> <li>➔ Restructuring the curricula and instruction at Brown Education Center to align with state and district standards.</li> <li>➔ Provision of staff development opportunities:-             <ul style="list-style-type: none"> <li>✓ Principal’s Leadership Academy.</li> <li>✓ High quality and on-going instructional/staff professional development.</li> </ul> </li> </ul> <div style="margin-top: 10px;"> <input type="checkbox"/> Tier III Modified Transformation         </div>		
<input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center <input checked="" type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model <div style="text-align: center; margin-top: 5px;">             The SES will be provided by BISD as it is one the TEA’s SES providers.           </div> <p><i>Note: <u>Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</u></i></p> <div style="margin-top: 10px;"> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE         </div>		
<b>Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</b>		

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<b>Part 3: Intervention Model</b>		
<b>Section B: Model Selection Process –Describe in detail:</b> 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 <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p style="text-align: center;"><u><b>Curriculum Approach</b></u></p> <p>The strategies included in BAAP proposal are intended to enable all students achieve the project goals so that they can do well on college entrance exams, and/or embark on a challenging, well-paying career. These strategies are briefly reviewed on the following pages. The BAAP programs and activities are designed to address the holistic student educational endeavors. The curricula emphases are aligned with TEKS objectives in accordance with the State Board of Education course offerings and the district's Curricula and Scope/Sequence for each of the core courses. These courses are not locally developed, and as such, may be used as credit courses. The District and BAAP Management Team have chosen Cognitive Tutor and Nova Net computer assisted/interactive programs to supplement classroom instruction as well as during the 'TAKS Attack' Extended Day sessions. These computer software programs reinforce skills and knowledge and, are aligned with the TEKS.</p> <p><u><b>The Diagnostic Assessments and Interventions</b></u> selected for the BAAP include the BISD Six-week examination (at three-week intervals), the TAKS tests for the 9<sup>th</sup> - 12<sup>th</sup> grades, the PSAT/SAT and PACT/ACT tests, periodic grade-level quizzes, and the Individualized/Personalized Graduation Plans (IGP/PGP). The BAAP Management Team will use the district's three-week sub-group monitoring reports and the district's six-week examination results to evaluate and determine student readiness and potential for placement in appropriate instructional programs and/or for Extended Day and Academic or Educational Enrichment, as well as readiness for college.</p> <p><u><b>The PSAT/SAT and/or PACT/ACT diagnostic assessments</b></u> will be used to determine student readiness for college preparatory courses and/or placement in Advanced Placement (AP) or International Baccalaureate (IB) courses. The Cognitive Tutor/Nova Net diagnostic tools will be used to provide diagnostic and assessment information about student skills and instructional needs in anticipation for 2011-2012 TAKS testing. These assessments will generate prioritized list of objectives and learning needs for each student, which will be a basic component of the IGP/PGP and will identify areas of weakness across special populations. Diagnostics will be implemented on a "staggered" schedule based on the Spring 2011 and 2012 testing schedules.</p> <p><u><b>The BAAP teachers will undergo specialized training, in the form of professional development</b></u> to acquaint them with the specifics of the IGP/PGP and Cognitive Tutor/Nova Net Software. The Cognitive Tutor/Nova Net developer will train teachers to develop IGP's and/or PGP's that cover these TAKS areas through (1) appropriate training in the Cognitive Tutor/Nova Net software and use of the data to identify pertinent objectives not being mastered and through (2) campus-based staff development activities. The Cambridge Management System will manage the PGP database.</p> <p><u><b>Globe Fearon Exercise Books (9-12):</b></u> Science Test Practice will assist students in grades 9-12 preparing for TAKS while reviewing scientific concepts. These workbooks provide students with practice in science skills and concepts user-friendly lessons. Students will be guided through challenging topics from biology, geology, physics, and earth science. This series of nine consumable books addresses essential skills such as data analysis, interpretation of science diagrams, and reading comprehension through writing practice, multiple-choice items, and constructed responses. A pre-test assists teachers in identifying student strengths and weaknesses. Students are able to monitor their own progress through a chart in each book.</p> <p><u><b>Math Together</b></u> is a research-based intervention program aligned with NCTM standards. It teaches the five content strands (numeration, measurement, algebra, geometry, and data analysis) through the defined processes. Its structured tutoring format incorporates the strategies essential to increasing student achievement, as outlined by the National Assessment of Education Progress (Johnson and Johnson 1986): (a) Relating mathematics to the real-world experiences of young people; (b) Working cooperatively to solve problems; (c) Exploring mathematics concepts with hands-on materials; (d) Using calculators; and (e) Constructing one's own mathematical knowledge. Tutors learn and practice mathematics strategies during pre-lesson training sessions with their coordinator.</p> <p><u><b>Read 180 (9-12)</b></u> – The BAAP will implement the high school level module of this comprehensive reading intervention program for students whose reading achievement is below the proficient level. READ 180 is built to address gaps in student reading skills by addressing individual student needs through instructional software, high-interest literature, and direct instruction in reading skills. <i>READ 180</i> targets skill development in the following areas: fluency, comprehension, vocabulary, spelling, and writing. This reading program provides high school students and adults, at all reading levels, With meaningful and experiential reading for pleasure and joy.</p> <p><u><b>Additional Curricula Emphases will include:-</b></u></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Extended Day/Curricula Modification - - the Teacher Advisory System, Change in course scheduling, Before- and After-school tutorial assistance, Vocational and Career Focused Classes, and Discipline Management Plan for students in In-School Suspension.</li> <li><input checked="" type="checkbox"/> University-based Career Awareness - - Dual Credit, Distance Learning, Mathematics and Science Dana Center Projects in Mathematics, Science, ELA, &amp; Social Studies, Summer School, , Team Building, and Inter-disciplinary/Vertical and Horizontal Team Teaching.</li> <li><input checked="" type="checkbox"/> Professional Development - - in the weakest areas (Mathematics, English/Language Arts, and Science) for BAAP teachers from all core subject areas. <b>Features "ThinkLink Learning" and "eduTrax Learning" Solutions as well as iPads and iTouch Technologies.</b></li> </ul>		

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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).

**Instructional Approach**

**Direct Instruction:** Direct instruction is a general term for the explicit teaching of a skill-set using lectures or demonstrations of the material, rather than exploratory models such as inquiry-based learning. This method is often contrasted with tutorials, participatory laboratory classes, discussion, recitation, seminars, workshops, observation, case study, active learning, practica or internships. Usually it involves some explication of the skill or subject matter to be taught and may or may not include an opportunity for student participation or individual practice. Some direct instruction is usually part of other methodologies, such as athletic coaching.

Direct instruction may be ad-hoc or even an incidental digression. Although there is usually some element of frontal instruction and a general concept of the skill or lesson, there may or may not be a formal lesson plan. Direct instruction is not to be confused with Direct Instruction, a specific direct instructional model developed by Siegfried Engelmann and Wesley C. Becker.

One popular direct instruction approach is the Success for All program which uses scripted teaching to instruct elementary children in phonics intensive reading instruction program. What the teacher says is carefully scripted in the program. The program was designed by Johns Hopkins University professor Robert Slavin in the mid 1980s for failing inner city schools in Baltimore. The program requires a dedicated 90 minutes of reading instruction each day in which the teacher must follow a pre-ordained lesson plan that has every minute filled with scripted instruction and specific activities designed to teach reading to every child in the class.

This form of instruction is often contrasted with discovery learning (Tuovinen, & Sweller, 1999). While many support discovery learning, because they feel students learn better if they "learn by doing," there is little empirical evidence to support this claim, quite the contrary in fact (Tuovinen and Sweller, 1999). Kirschner, Sweller, and Clark (2006) suggest that fifty years of empirical data does not support those using these unguided methods of instruction.

Opponents of direct instruction believe methods of measuring student progress, favor skills that are themselves emphasized by direct instruction and deemphasized by discovery education<sup>1</sup>. In addition they suggest aptitude tests focus on students' ability to solve problems, while discovery education emphasizes critical information-seeking and active, fruitful participation in social discourse, goals that cannot be easily measured by traditional empirical methods.

**Extended Day/Tutorials:** In the Spring 1999 issue of *Texas Study*, Robert Marshall stated that "tutorials for students who fail to do their homework or study for tests can have a positive impact on failure rates almost immediately." While science and mathematics are the primary focus of the academic component of the BAAP program, students will have daily opportunities for intensive intervention and acceleration in reading, as well as tutorials and homework assistance focused on other TEKS-based core academic courses. In addition to extended-day opportunities, BISD will also offer expanded Summer School that will capitalize in areas related to their immediate future: on-the-job training, "Work-Study Program/Student Apprenticeship" or dual credit in Summer School Program. **Before- and After-school Tutorial Assistance (TAKS ATTACK):** This will be provided by teachers, LU graduate students, and volunteers. This academic support is necessary if all students are to have truly equitable access. The graduate students will provide help not only in subject areas, but will also serve as role models. When possible, these positions will be given to minority students. **Career Focused Classes** will be offered to students in the learning clusters. Students in the *Visual and Performing Arts Cluster* will be better prepared for auditions, and will have had opportunities at conferences to make important contacts. **Advisory Councils:** School-community groups will serve as an Advisory Boards for each of the academies and the NGLC. **Student Review:** A common planning time will be designated weekly as the student review meeting, during which time teachers can bring up concerns about any student for discussion and problem solving. If the problem is academic, tutoring or testing may be recommended. If the concern is behavioral, a *Discipline Management Plan* may be initiated and actions could vary from talking to the parents, referral to a counselor or a community agency, and an in-school support groups, or peer mediation. **Learning Community Meetings:** Each grade level will have faculty meetings at least monthly. This time will be spent in self-observation and reflection regarding the development of instructional programs, individual professional growth, and in dealing with the discomfort that arises with the process of change. This process will be documented by teacher Advisory Coordinator and Project Evaluator. The data obtained will be used to describe the formative process in annual reports.

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<div style="text-align: center; margin-bottom: 10px;"> <u><b>Student Support and Disciplinary Action Approach</b></u> </div> <p><b>Positive Action</b> is a comprehensive program noted for its record for improving student behavior and academic achievement. Grades K-12 receive instruction that is reinforced at school, home, and in the community. These three areas of influence can stand alone or be integrated to coordinate with each other. PA also strengthens parent-child relationships and family attitudes. The coordinated efforts of principals, teachers, support staff, parents and community organizations and members creates a positive environment that affects the entire school culture.; The unique combination of physical, emotional, social, and intellectual actions allows PA to address the child as a whole. This creates an opportunity for the student to clearly focus on all their feelings, thoughts, and actions. By addressing all of these components and focusing on positive actions, students learn they can affect changes in themselves and the school. Positive Action's flexible design allows it to be customized to meet the needs of any setting.</p> <p><b><u>Support Services/Disciplinary Action Activities:</u></b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement the AVID and Princeton Review Programs, continue Pegasus and Pre-AP &amp; AP courses, PSAT for all sophomores, the HOMEROOM Monitoring and Intervention during the daily Sixth Period of instruction for 15 minutes.</li> <li><input checked="" type="checkbox"/> Provide options for credit accrual using anytime/anywhere learning solutions and Cognitive Tutor Software and District's Course Selection.</li> <li><input checked="" type="checkbox"/> Continue to assist all students identified as at-risk through the CIS Program, Key Communicators, Business Partners, AVID and Princeton review, ASVAB Testing, Credit Recovery, and placement in appropriate regular and G/T courses.</li> <li><input checked="" type="checkbox"/> Crises Intervention Counseling Service → Provide counseling services to targeted students with actual or potential risky behaviors.</li> <li><input checked="" type="checkbox"/> Analyze TAKS scores for target students from Spring and July/Fall 2011 administrations to determine areas of weakness and modify individual graduation plans in anticipation of Spring 2012 testing.</li> <li><input checked="" type="checkbox"/> Identify students at risk of failing TAKS and develop an Individual Graduation Plan (IGP) for each, which include activities that will facilitate passing the 11<sup>th</sup> grade TAKS during the Spring 2011 administration.</li> <li><input checked="" type="checkbox"/> Reduce barriers to on-time graduation through focused and/or accelerated learning opportunities. Provide targeted BAAP students with opportunities beyond the traditional school year to obtain credits for SBEC TEKS-based courses.</li> <li><input checked="" type="checkbox"/> Ensure that every teacher has a prescriptive professional development plan based on students' needs for accelerated instruction.</li> <li><input checked="" type="checkbox"/> Decrease Tobacco/Drug and Alcohol use and abuse among students. Implement school-wide strategies to generate high student expectations:</li> <li><input checked="" type="checkbox"/> Code of Conduct, Student Assistance Plan, Bilingual/ESL and Peer Tutoring, Discipline Management Plan, Dana Center Training, Inclusion, student/staff recognition, and Communities-in-Schools.</li> <li><input checked="" type="checkbox"/> Offer for credit, a Drug and Truancy Prevention, and Life Skills Building class to targeted students through the Families and Student Together of Southeast Texas. The name is "<b><u>Reconnecting Families and Youths.</u></b>"</li> <li><input checked="" type="checkbox"/> Provide compliance education for all BAS and BAAP students. Encourage all BAS and BAAP students to participate in mentoring/cultural exchange activities designed to enhance their ability to function in a diverse society.</li> <li><input checked="" type="checkbox"/> Provide PLATO, PACE, and Cognitive Tutor/Nova Net software to the campus/local library and Parent Centers so that parents can support their students' achievement by being aware of the program and the technology that comprises major components of test remediation.</li> <li><input checked="" type="checkbox"/> Invite speakers or guest readers to speak to students. Have a "Crazy Red Hat Contest" and wear your Red Ribbon daily for a week. Invite Law Enforcement or Community Members as Speakers.</li> <li><input checked="" type="checkbox"/> Make presentation to parents and community-based organizations about BAAP goals and objectives, and expectations; solicit mentors and tutors from the group in attendance.</li> <li><input checked="" type="checkbox"/> Conduct monthly/quarterly BAAP staff meetings to discuss students' progress, dropout prevention strategies, program implementation, and project effectiveness.</li> <li><input checked="" type="checkbox"/> Provide access to Cognitive Tutor/Nova Net PACE, and PLATO software for ESL/LEP learners and highly qualified ESL/Bilingual-certified teachers, if needed. Make the learning center accessible after school and on Saturdays.</li> </ul>		

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<p style="text-align: center;"><u><b>Parent/Community and Stakeholder Involvement Approach</b></u></p> <p>More than two decades of research indicated that parental and community involvement are powerful influences on children's achievement in school (David, 1980, 1988; Delpit, 1995; Eagle, 1989; Epstein, 1985; Epstein &amp; Duaber, 1991; Henderson &amp; Berla, 1994; Ikegulu, 1998, 2001; Keith, et. al., 1986; National Commission on Excellence in Education, 1983; U.S. Department of Education, 1994; Ziegler, 1987). When parents and families are involved in their children's education, children earn higher grades and receive higher scores on tests, attend school more regularly, complete more homework, demonstrate more positive attitudes and behaviors, graduate from high school at higher rates, and are more likely to enroll in higher education than students with less involved families, parents, or community members. For these reasons, increasing parental and community involvement in the education of children is an important goal for schools, particularly those serving low-income and other students at risk of failure. Increasing parental involvement in children's education is also an important goal of Title I of the ESEA; Improving America's Schools Act; 1994, which is designed to enable schools to provide opportunities for low-income and low-achieving children to acquire knowledge and skills contained in challenging standards developed for all children. Title I is the largest federally funded program that support public education from PreK-12 as promulgated in the No Child Left Behind Bill of 2001 and the 21<sup>st</sup> Century Community Learning Centers. The daily reality of American families today is different from what it was a generation before. Parental involvement is encouraged at all levels of education because students and their families spend far less time together and the majority of the parents face ongoing struggles to balance the demands of the families and occupational stressors.</p> <p><u><b>Parent/Community and Stakeholder Involvement Activities:</b></u></p> <ul style="list-style-type: none"> <li>➔ Schedule "Parent/Community Muster" to discuss the issues at stake for all BAAP students at BAS; and efforts that the campus leadership has taken to revamp these academic failures. Encourage all parents/families and community members to participate in the BAS Goals Night. Invite Parents/families of BAS students at all BAAP functions.</li> <li>➔ Schedule monthly community-based organizations' meetings with the BAAP Management Team.</li> <li>➔ Offer for credit, a Drug and Truancy Prevention, and Life Skills Building class to targeted parents/families through the Families and Student Together of Southeast Texas. The name is "<u><b>Reconnecting Families and Youth.</b></u>"</li> <li>➔ Ensure that every BAS parent has a prescriptive Professional Development Calendar for all BAAP and BAS activities and/or events. Provide targeted BAAP parents/families and community members with opportunities beyond the traditional school year to participate in Technology Training or Computer Courses.</li> <li>➔ Form a coalition with Families and Students Together and others:-             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Invite PTA/PTO to camps to promote mentor-mentee protégée.</li> <li><input checked="" type="checkbox"/> TAKS for Parents and Community</li> <li><input checked="" type="checkbox"/> Parent workshops on parenting skills, homicide/homicide, etc.</li> <li><input checked="" type="checkbox"/> Teen Pregnancy ➔ consequences</li> <li><input checked="" type="checkbox"/> Violence, drugs/alcohol ➔ immediate impacts</li> </ul> </li> <li>➔ Invite parents/families and community members to attend the following campus-based or BAAP events:-             <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Speakers from the multicultural community</li> <li><input checked="" type="checkbox"/> Presentations from minority business owners</li> <li><input checked="" type="checkbox"/> Cinco de Mayo, Kwanza, and other culture specific holidays and celebrations</li> <li><input checked="" type="checkbox"/> Channel One announcements in English and Spanish</li> <li><input checked="" type="checkbox"/> Young audience performances (once a year per grade level).</li> </ul> </li> </ul>		

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<p style="text-align: center;"><u><b>Professional Development Approach</b></u></p> <p>The collaborative partnerships and coalitions between the Beaumont ISD and Carnegie Learning's Cognitive Tutor, Charles A. Dana Center, and the Cambridge Management Systems facilitate collaboration among teachers, principals and administrators to promote the effective integration of technology resources and systems management to help at-risk students to embrace the concepts of mathematics (Algebra I), discovery learning in hands-on scientific inquiry (Biology I and IPC), understand the need for higher education and STEM-related careers, and become productive members of the citizen at-large. In addition, these partnerships provide teacher training and curriculum/instructional development of courses to establish research-based instructional methods, which can be widely implemented as best practices throughout the region. Resources for Family Math Night and Inquiry Science are included and implementation of the School-to-Home program is encouraged. Well-documented empirical studies have indicated that Carnegie Learning's Cognitive Tutor Algebra I software, Cambridge Management Systems program, and Dana Center's Staff Development activities result in exemplary student achievement; thereby, helping to close the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers.</p> <p>The Charles A. Dana Center provides Texas education leaders with new knowledge about teaching and learning. The center also support K-12 teachers and leaders working to implement high academic standards for all students. The Dana Center's vision is for Texas to lead the nation in the achievement of its students and the quality of its workforce. Our mission is to support education leaders and policymakers in strengthening Texas education. The center is committed to an education system that nurtures students' intellectual passions and ensures that every student leaves school prepared for postsecondary education and the contemporary workplace.</p> <p>The professional development DANA Center's include: (1) Leadership Institutes, (2) Interdisciplinary sessions for all educators, and (3) mathematics and teachers. The Leadership Institutes incorporate classroom walkthrough (CWTs), data analysis, and institutional leadership. The Interdisciplinary/Cross-disciplinary sessions focus on a study of the TEKS, changing the minds of educators and students, alike, and campus-based instructional leadership. The professional development approaches in mathematics and science emphasize elementary/secondary assessment/measurements, numerical fluency mathematics/science standards, and advanced mathematics and science concepts.</p> <p>The Cambridge Knowledge Systems' emphases are on K-12 Instructional Performance Management Systems (IPMS) and Personal Graduation Planner (PGP). IPMS is an integrated solution that includes web-based assessment, data disaggregation, reporting, model lessons and activities all aligned to the TEKS. With the collaboration of Cambridge Knowledge Systems and The University of Texas Charles A. Dana Center, the IPMS provides researched-based model lessons, activities and strategies that enhance student performance. Cambridge Knowledge Systems has developed a web-based <b>Personal Graduation Planner (PGP)</b> system. This program supports the community of practice model and is designed for all stakeholders (counselor, teacher, student and parents) to be able to access up-to-date information on each student.</p> <p><u><b>Professional Development Activities:</b></u></p> <ul style="list-style-type: none"> <li>➔ Teachers will participate in staff development programs that target the following areas: Inclusion, GT Training, Learning Styles, and Data disaggregation (Ruby Payne, Dana Center, &amp; Cambridge Knowledge Systems).</li> <li>➔ All faculty and staff at BAS/BAAP will complete staff development in research-based innovations designed to enhance instruction in a diversified classroom with emphasis on increasing/retaining attentiveness.</li> <li>➔ Develop and schedule the math, science and integrated math and science projects that will include teacher instructional materials and assessment strategies and materials. Conduct training for teachers on the use of the instructional materials. Provide on-going support to teachers via technology (phone, internet, video conferencing, etc.). Provide the campus and the district with the evaluation support it needs to evaluate the results of the math/science project intervention on student achievement.</li> <li>➔ All BAS and/or BAAP students will participate in mentoring/cultural exchange activities designed to enhance their ability to function in a diversified society.</li> <li>➔ Schedule and conduct monthly campus-based staff development on Vertical/Horizontal Teams and Differentiated Instructional Themes.</li> <li>➔ Identify and recruit parents of the targeted students with the highest rates of recidivism, attendance, truancy, and tardiness and, are least academically progressive as Parent Mentors.</li> <li>➔ All BAAP staff will undergo rigorous professional development in student assessment, graduation planning, and institutional change.</li> </ul>		

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<b>Section C: Groups of Participants</b> – 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	Superintendent of Schools		
2	BISD Seven-member Board Members		
3	Assistant Superintendent for Planning, Research, and Evaluation		
4	Assistant Superintendent for Secondary Schools		
5	Title Programs Director		
6	Programs Evaluator		
7	Campus Principal (TBA)		
8	Project Manager/Curriculum Coordinator (TBA)		
9	Assistant Principal		
10	Counselor		
11	Campus-based Campus Education Improvement Committee (CEIC) members		
12	Charles A. Dana Center and Cambridge Knowledge Systems' representatives		



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

**Part 3: Intervention Model**

**Section D: Improvement Activities and Timeline**

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

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

1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math

- A. Data-driven instruction
- B. Curriculum Alignment (both horizontal and vertical)
- C. On-going Monitoring of Instruction

2 – Increase the Use of Quality Data to Drive Instruction

- A. Data Disaggregation/Training
- B. Data-driven Decisions
- C. On-going Communication

3 – Increase Leadership Effectiveness

- A. On-going Job Embedded Professional Development
- B. Operational Flexibility
- C. Resource/Data Utilization

4 – Increase Learning Time

- A. Flexible Scheduling
- B. Instructionally-focused Calendar
- C. Staff Collaborative Planning

5 – Increase Parent/Community Involvement

- A. Increased Opportunities for Input
- B. Effective Communication
- C. Accessible Community Services

6 – Improve School Climate

- A. Increased Attendance
- B. Decreased Discipline Referrals
- C. Increased Involvement in Extra/Co-Curricular Activities

7 – Increase Teacher Quality

- A. Locally Developed Appraisal Instruments
- B. On-going Job Embedded Professional Development
- C. Recruitment/Retention Strategies

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1	Improve Student Achievement in Reading/ELA	Reading/ELA TAKS scores at BAS are lower than district's and state standards	Improvement in student achievement increases academic progress and graduation	09/12/10	05/30/12
1	Improve Student Achievement in Mathematics	Math scores at BAS are lower than district's and state standards	Improvement in student achievement increases academic progress and graduation	08/05/10	05/30/12
1	Improve Student Achievement in Science	Science TAKS scores at BAS are lower than district's and state standards	Improvement in student achievement increases academic progress and graduation	09/01/10	05/30/12
1	Conduct weekly classroom walkthroughs (CWTs)	This procedure will help teachers and campus administrators to monitor classroom management	Classroom monitoring improves instructional juxtaposition	08/23/10	12/20/13
1	Continue on-going curricula alignment and staff development	This activity will help teachers and campus administrators to monitor classroom management	Curricula alignment with TEKS ensures mastery of instruction and academic success	08/06/10	12/20/10
1	Continue on-going data disaggregation to guide classroom instruction	This activity will help guide subgroup monitoring progress	Subgroup monitoring assures project goal attainment and student performance	09/21/10	06/24/13
1	Conduct monthly/quarterly BAAP staff meetings to discuss students' progress, dropout prevention strategies, program implementation, and project effectiveness	This activity will help teachers and campus administrators to monitor classroom management, curriculum planning, instructional delivery, and student performance	Curricula and instructional alignment with TEKS assures student engagement, mastery of instruction, and academic success	09/02/10	05/12/13
1	The Project Manager or Curriculum Coordinator will ensure that all BAAP teachers can disaggregate BISD and campus benchmark and TAKS test data by subgroups.	This activity will help teachers and campus administrators to monitor classroom management, curriculum planning, instructional delivery, and student performance	Data disaggregation promotes curriculum/instructional alignment with TEKS, student performance, on-time graduation, and mastery of instruction	09/10/10	07/30/13
1	Schedule flexible weekly reading, social studies, writing, mathematics, science, and technology Student Night for all students at each project site.	This activity will help teachers and campus administrators to monitor classroom management, curriculum planning, instructional delivery, and student performance	Curricula and instructional alignment with TEKS assures student engagement, mastery of instruction, and academic success	09/06/10	05/30/12
Add additional pages as needed.					

<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
1	Provide more time on skills/task essential to students becoming independent readers, writers, performing arts persons, and creative.	This activity will help teachers and campus administrators to monitor classroom management, curriculum planning, instructional delivery, and student performance	Curricula and instructional alignment with TEKS assures student engagement, mastery of instruction, and academic success	09/21/10	06/21/13
1	Through Friday/Saturday Programs, identified students will complete a study/organizational and relational skills courses emphasizing research techniques of increasing attentiveness.	This activity will help teachers and campus administrators to monitor classroom management, curriculum planning, instructional delivery, and student performance	Curricula and instructional alignment with TEKS assures student engagement, mastery of instruction, and academic success	09/05/10	06/27/13
1	Create opportunities for teachers to successfully meet individual student needs. The online intervention provides students and teachers with regular and reliable diagnostic tools for student placement and remediation.	This activity will help teachers and campus administrators to monitor classroom management, curriculum planning, instructional delivery, and student performance	Curricula and instructional alignment with TEKS assures student engagement, mastery of instruction, and academic success	09/10/10	05/30/13
1	Make sure that all students have up-to-date IPG/PGP on file and that all BAAP staff know how to write/generate an IPG for any students. Integrate these IGP's online and provide training for teachers and counselors.	This activity will help teachers and campus administrators to monitor classroom management, curriculum planning, instructional delivery, and student performance	Student IPG/PGP promotes on-time graduation and ensures student participation in academic curricula and instructional activities	09/06/10	01/30/13
1	Schedule Lamar University graduate students to tutor students during classroom instruction as Teaching Assistants, as well as Lab Assistants for the Credit Recovery and helping the classroom teacher in the course of the day's regular instruction in the four core academic subjects.	This activity will help teachers and campus administrators to monitor classroom management, curriculum planning, instructional delivery, and student performance	Tutorial sessions are educational enrichment that foster student authentic and embedded cognition	11/01/10 11/01/11 11/01/12	02/20/11 02/20/12 02/20/13
1	Schedule flexible weekly Extended After-School Tutorial in reading, social studies, writing, mathematics, science, and technology Student Night for all students.	This activity will help teachers and campus administrators to monitor classroom management, curriculum planning, instructional delivery, and student performance	Extended before-and-after school tutorial sessions are educational enrichment that foster student authentic and embedded cognition	10/01/10 09/01/11 08/01/12	03/20/11 04/20/12 05/20/13
Add additional pages as needed.					

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2	Conduct monthly data disaggregation and/or training for all BAAP/BAS staff	Data disaggregation helps campus staff to ascertain if project/campus/district goals and objectives are being met	Objective data-driven classroom data disaggregation of instruction enhances curricula =and instructional alignment	09/05/10	01/12/13
2	Engage all BAS/BAAP staff in data-driven decision making processes	Data-driven decision making is akin to proper curricula alignment, instructional delivery, and/or student content mastery	Objective data-driven classroom data disaggregation of instruction enhances curricula =and instructional alignment	10/01/10	02/21/13
2	Schedule quarterly 'Item Analysis' student performance data analyses by subgroups to monitor and guide instruction and curricula	This is the BISD tool that is used to judge student performance and teachers' classroom weekly delivery of the curricula 'Scope and Sequence.'	Disaggregation of student data affords campus leadership and teacher the impetus to focus on curricula and student instructional mastery	09/01/10 08/18/11 08/01/12	03/20/11 04/20/12 05/30/13
2	Schedule weekly/monthly staff meeting to discuss student progress and project effectiveness	This activity will permit campus leadership and teachers the opportunity to identify student academic weakness	Classroom instructional reflection paves the way for teachers and administrators to focus and articulate upon curricula and instructional emphases	08/23/10 08/25/11 08/14/12	03/28/11 04/25/12 06/23/13
2	Continue the use of 'Item Analysis Program' to enhance instructional practice and curriculum alignment	This activity will permit campus leadership and teachers the opportunity to identify student academic weakness	Classroom instructional reflection paves the way for teachers and administrators to focus and articulate upon curricula and instructional emphases	09/01/10 08/18/11 08/01/12	03/20/11 04/20/12 06/20/13
2	Create opportunities for teachers to successfully meet individual student needs. The online intervention provides students and teachers with regular and reliable diagnostic tools for student placement and remediation.	This activity provides teachers with the opportunity to use/utilize the BISD online curricula and, affords parents and/or families the ample opportunity to view their children's weekly/monthly academic progress	When parents/families are actively involved in their children's educational progress, there is an ease and feasibility in the transition from school-home that is eventually transparent through the community coalition with the school, which in turn, revamps campus climate	10/01/10 09/01/11 08/01/12	03/20/11 04/20/12 05/20/13
2	Schedule staff training to acquaint all BAS/BAAP staff about the necessity to operationalize all student assessment data	This activity will help bring BAS/BAAP staff up-to-par in student assessment issues relative to TEEKS and TAKS as well as campus accountability	Operationalizing student performance data has the tendency to eliminate bias, confusion, and misunderstanding in future assessments	10/01/10 09/01/11 08/01/12	03/20/11 04/20/12 05/20/13
2	Provide all BAS/BAAP stakeholders with the opportunity to access/view their children's weekly and/or six-weekly academic progress	This is an activity that BISD has initiated in all of its campuses to assist parents/families monitor their children's academic progress and endeavors	Consistent parent/family monitoring of their children's academic progress has the tendency to thwart student homework participation and academic failure	09/13/10	02/21/13
Add additional pages as needed.					

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3	Provide 'Principal Academy Professional Development' opportunity to campus leaders	This activity is intended to acquaint the campus leader with state-of-the-art campus leadership tools	An instructional leader needs consistent professional development opportunities	06/30/11 06/30/12	07/23/12 07/25/13
3	Establish daily/weekly and/or monthly/quarterly communication devices between school and parents/family and community stakeholders to facilitate the communication of campus events and activities	This activity will inform campus-based stakeholders about the most recent campus activities and resources		09/01/10 09/08/11 09/12/12	06/30/11 06/03/12 06/06/13
3	All faculty and staff at BAS/BAAP will complete staff development in research-based innovations designed to enhance instruction in a diversified classroom with emphasis on increasing/retaining attentiveness.	This activity will inform teachers about the most recent campus trends in curricula and classroom instructional delivery	Research focuses on the positive effects of SRB-related student-centered instruction and faculty training	09/11/10 09/08/11 09/12/12	06/30/11 06/03/12 06/06/13
3	All BAAP staff will undergo rigorous professional development in student assessment, graduation planning, and institutional change	This activity will inform teachers about the most recent campus trends in curricula and classroom instructional delivery	Research focuses on the positive effects of SRB-related student-centered instruction and faculty training and academic progress	09/12/10	06/22/13
3	Identify and recruit parents of the targeted students with the highest rates of recidivism, attendance, truancy, and tardiness and, are least academically progressive as Parent Mentors.	This activity is intended to promote campus-wide parental and community involvement	Informed parents/communities have the tendency to foster student academic achievement and school engagement	11/06/10	05/05/13
3	Schedule and conduct monthly campus-based staff development on Vertical/Horizontal Teams and Differentiated Instructional Themes.	This activity will inform teachers about the most recent campus trends in curricula and classroom instructional delivery	Research focuses on the positive effects of SRB-related student-centered instruction and faculty training indicates positivism relative to student performance a	09/05/10	01/12/13
3	Schedule Principal's Leadership Academy for the newly employed campus principal	This activity is designed to acquaint campus leaderd with the opportunity to lead their campus	Instructional leaders need consistent professional development opportunities	10/01/10	02/21/13
3	Schedule rigorous professional development for the campus leadership	This activity is designed to acquaint campus leaderd with the opportunity to lead their campus	Instructional leaders need consistent professional development opportunities	09/07/10 08/18/11 03/01/12	03/20/11 04/20/12 06/30/13
3	Schedule DANA Center's and Cambridge Knowledge Systems' profession development for all campus staff on campus change and restructuring	This activity is intended to help campus staff to model/deliver adequate classroom instruction and maintain a sustained classroom management plan	Instructional leaders need consistent professional development opportunities	03/23/10 05/25/11 08/14/12	03/28/11 04/25/12 06/30/13
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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 4: Improve Learning Time</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4	Provide flexible scheduling for all BAS student to accommodate those who cannot attend classes during the regularly schedule class periods	This activity will increase student attendance rate, promote on-time graduation, and gives teachers the needed instructional autonomy	Flexible course schedules have been one of the reasons why student prosper in school and graduate with their cohort	09/06/10	04/05/13
4	Implement a campus-wide Instructionally-focused Calendar of course offerings for all students and their parents/families	This activity will allow students and their parents to properly plan and schedule their course work before the start of the school year and/or semester	Proper planning of a course has the tendency to engage students during the class meeting and reduce lag-time during classroom discussion	08/20/10	05/30/13
4	Schedule staff collaborative planning that includes common planning time for horizontal and vertical curricula meetings and discussions	This activity will promote common planning time for all BAAP instructional faculty, foster campus leadership monitoring, and enhance horizontal and vertical teaming	Both horizontal and vertical team approaches help teachers plan and integrate quality curricula and, deliver meaningful instruction for student mastery	09/11/10 08/18/11 08/01/12	01/07/11 04/20/12 05/30/13
4	Conduct weekly Learning and Leadership Community Meetings for all campus leaders and staff	This process will be documented by teacher Advisory Coordinator and Project Evaluator. The data obtained will be used to describe the formative process in annual project reports.	Monthly grade-level faculty meetings affords them the time for self-observation and reflection regarding the development of instructional programs, individual professional growth, and in dealing with the discomfort that arises with the process of change	09/05/10 08/18/11 08/01/12	03/20/11 04/20/12 06/30/13
4	Provide to-and from transportation for all BAS and/or BAAP students to enable them to attend classes and graduate as stipulated in their respective IPG/PGP	This activity will decrease student attendance rate and institutional malintegration and/or incontinence and, promote campus affiliation	When students have access to transportation, the burden/stress of school attendance is lessened; thereby, paving the way for adequate institutional affiliation	08/23/10 08/25/11 08/14/12	03/28/11 04/25/12 06/30/13
4	Schedule on-going curriculum and instructional alignment meetings with all BAS/BAAP staff to ensure project effectives and student progress	This activity will allow the campus principal and/or Project Manager to properly account for all BAAP instructional meeting the specied project goals and objectives	Empirical studies on faculty/staff meetings support on-going curricula and/or instructional reflections that allow teachers to adjust their classroom instruction and management	08/26/10 09/18/11 09/01/12	01/20/11 02/20/12 03/30/13
	Coordinate accelerated instructional flexibility to allow students to earn credits towards their graduation	Accelerated instruction fosters student mastery of curricula and instruction	Studies on accelerated instruction support student mastery of instructional contents and faster memorial recall	08/23/10	04/28/13
4	Schedule monthly Problem Solving activities on the impacts of dropout, graduation, drug/alcohol, and teen pregnancy for all BAAP participants and families.	This activity will decrease student and/or family dependency on ATOD use and abuse, reduce teeage pregnancy, and increase student attendance and graduation reates	ATOD and unwanted pregnancies have the tendency to thwart student academic progress, diminish interest in school activities, and promote dependency on government subsidies	09/13/10 10/18/11 11/01/12	03/20/11 07/20/12 07/30/13
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<b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
5	Schedule "Parent/Community Muster" to discuss the issues at stake for all BAAP students at BAS; and efforts that the campus leadership has taken to revamp these academic failures. Encourage all parents/families and community members to participate in the BAS Goals Night. Invite Parents/families of BAS students at all BAAP functions.	This activity is intended to promote consistent parent and community involvement and generate <b>'Informed Consent'</b> for the on-going BAAP activities, goals, and objectives.	<p>The NCL statute requires that parents and/or community stakeholders be informed and knowledgeable about all proposed activities in a campus and/or school district,</p> <p>This knowledge will promote school-community reliance and communication as well as prevent truancy and promote student academic performance</p>	09/13/10  09/18/11  10/01/12	03/20/11  04/20/12  06/30/13
5	Schedule monthly community-based organizations' meetings to facilitate accessibility to community services.	This activity is intended to promote consistent parent and community involvement and generate <b>'Informed Consent'</b> for the on-going BAAP activities, goals, and objectives.	Regular stakeholder meetings have the tendency to foster active parental/community involvement and open communication links between school and community	09/21/10	06/30/13
5	Offer for credit, a Drug and Truancy Prevention, and Life Skills Building class to targeted parents/families through the Families and Student Together of Southeast Texas. The name is <b>"Reconnecting Families and Youth."</b>	This activity is intended to promote consistent parent and community involvement and generate <b>'Informed Consent'</b> for the on-going BAAP activities, goals, and objectives.	<p>The NCL statute requires that parents and/or community stakeholders be informed and knowledgeable about all proposed activities in a campus and/or school district,</p> <p>This knowledge will promote school-community reliance and communication</p>	09/13/10  10/18/11  11/01/12	03/20/11  07/20/12  07/30/13
5	Ensure that every BAS parent has a prescriptive Professional Development Calendar for all BAAP and BAS activities and/or events. Provide targeted BAAP parents/families and community members with opportunities beyond the traditional school year to participate in Technology Training or Computer Courses	This activity is intended to promote consistent parent and community involvement and generate <b>'Informed Consent'</b> for the on-going BAAP activities, goals, and objectives.	<p>The NCL statute requires that parents and/or community stakeholders be informed and knowledgeable about all proposed activities in a campus and/or school district,</p> <p>This knowledge will promote school-community reliance and communication</p>	09/13/10  10/12/11  10/01/12	03/20/11  02/20/12  07/30/13
5	Form a coalition with Families and Students Together and others	This is a non-profit organization that specializes in linking schools and community members	NCLB posits that regular parental influence fosters school-to-home communication	09/06/10	05/30/12
5	Invite parents/families and community members to attend the following campus-based or BAAP event	This activity will help to boost the parental/community involvement at BAS	The NCLB statute promulgates that parental/family and/or community/stakeholder involvement enriches school-to-work transition	09/13/10	02/10/13
Add additional pages as needed.					

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<p><b>Part 3: Intervention Model</b></p>					
<p><b>Section D: Improvement Activities and Timeline (cont.)</b></p>					
<p><b>Critical Success Factor 6: Improve School Climate</b></p>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6	Promote institutional affiliation and positive school climate/structure through the provision of campus-based 'Performance Incentive Awards'	This activity is intended to reward best-practices, SRB for teachers who exhibit the highest propensity for student achievement	Positive Action research purports that teachers who undergo rigorous professional development have the tendency to have positive impacts on their students, academically	09/11/10	06/20/13
6	Institute a campus-based and district supported policy relative to student disciplinary actions and/or infractions	This activity will reduce student attrition and classroom management	Research studies have indicated that a well managed classroom fosters information recall and student achievement	09/05/10	06/23/13
6	Establish extra/co-curricula activities to attract students into the campus	This activity will attract more students into the campus and decrease institutional malintegration	Research shows that students who engage in extra/co-curricula activities have the tendency to stay in school and graduate.	08/20/10	05/30/13
6	All BAS and/or BAAP students will participate in mentoring and/or cultural exchange activities designed to enhance their ability to function in a diversified society.	Mentoring is a positive peer-student interaction that promotes student academic engagement and reduces truancy	When students are positively engaged in classroom activities, they have the tendency to inform their peers in the same manner they learned.	09/11/10 08/18/11 08/01/12	01/07/11 04/20/12 05/30/13
6	Teachers will participate in staff development programs that target the following areas:- Inclusion, GT Training, Learning Styles, and Data disaggregation (Ruby Payne, Dana Center, & Cambridge Knowledge Systems).	This activity incorporates the inclusion of special-needs students at BASS/BAAP	Total inclusion research is quite affirmative on the positive effects it has on student classroom engagement, academic prowess, parental support, and institutional affiliation	09/05/10 08/18/11 08/01/12	03/20/11 04/20/12 06/26/13
6	Decrease discipline referrals by using the Key Communicators and Communities-In-Schools to detract students from engaging in unnecessary behaviors	This is another Positive Action research, which will help classroom teachers to deal with the daily classroom management problems and issues	Research studies have indicated that a well managed classroom fosters information recall and student achievement	08/23/10 08/25/11 08/14/12	03/28/11 04/25/12 06/22/13
6	Implement incentives to attract and sustain student attendance	This activity will help ameliorate student stop-out from school	Incentives are extrinsic motivators for positive student achievement	08/25/10	01/04/13
6	Foster School-Community Linkage where students and their parents can comfortably be sustained and co-habit	This activity will link BAS/BAAP students and parents with community-based organizational and infrastructure.	Informed parents and stakeholders have a positive way of influencing student attendance and academic performance	09/11/10 08/25/11 08/14/12	04/30/13 04/25/12 06/23/13
6	Invite parents/families and community-based business leaders to attend school functions	This activity will help to acquaint the stakeholders about campus events/activities	Parental involvement is a positive impact on student academic achievement	09/04/10 08/25/11 08/14/12	06/21/11 04/25/12 06/13/13
<p>Add additional pages as needed.</p>					



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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 7: Increase Teacher Quality</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7	Implement campus-based and/or district-wide locally developed student assessment, teacher appraisal, and institutional evaluation instrument(s)	This activity will help campus leadership, teachers, students and/or parents to determine the extent to which extent the BAAP is effective	District-wide and campus-based student assessment and teacher appraisal tools help campus leadership and teacher to evaluate their classroom instructional effectiiveness	08/20/10	05/30/13
7	Schedule monthly on-going job-embedded professional development in the weakest-areas on campus-based curricula and/or instructional areas	This activity will help campus leadership, teachers, students and/or parents to determine the extent to which extent the BAAP is effective	District-wide and campus-based student assessment and teacher appraisal tools help campus leadership and teacher to evaluate their classroom instructional effectiiveness	09/11/10 08/18/11 08/01/12	01/07/11 04/20/12 05/30/13
7	Develop and schedule the math, science and integrated math and science projects that will include teacher instructional materials and assessment strategies and materials. Conduct training for teachers on the use of the instructional materials.	This activity will help campus leadership, teachers, students and/or parents to determine the extent to which extent the BAAP is effective	District-wide and campus-based student assessment and teacher appraisal tools help campus leadership and teacher to evaluate their classroom instructional effectiiveness	09/05/10  08/18/11 08/01/12	03/20/11  04/20/12 06/18/13
7	Initiate and support institutional strategies to promote teacher retention, reduce staff attrition, and and attract quality instructional faculties to the campus	This activity will help campus leadership, teachers, students and/or parents to determine the extent to which extent the BAAP is effective	District-wide and campus-based student assessment and teacher appraisal tools help campus leadership and teacher to evaluate their classroom instructional effectiiveness	08/23/10 08/25/11 08/14/12	03/28/11 04/25/12 06/21/13
7	Strive to recruit the most highly qualified teaching force to improve student performance, teacher retention, and teacher quality	This activity will help campus leadership, teachers, students and/or parents to determine the extent to which extent the BAAP is effective	District-wide and campus-based student assessment and teacher appraisal tools help campus leadership and teacher to evaluate their classroom instructional effectiiveness	08/25/10	01/04/13
7	Offer additional district-wide or campus-based incentive to mathematics, science, and/or special education teachers who choose to join the faculty ranks at BAS/BAAP	This activity will help campus leadership, teachers, students and/or parents to determine the extent to which extent the BAAP is effective	District-wide and campus-based student assessment and teacher appraisal tools help campus leadership and teacher to evaluate their classroom instructional effectiiveness	09/09/10 08/25/11 08/14/12	04/30/11 04/25/12 06/24/13
7	Provide on-going support to teachers via technology (phone, internet, video conferencing, etc.). Provide the campus and the district with the evaluation support it needs to evaluate the results of the math/science project intervention on student achievement.	This activity will help campus leadership, teachers, students and/or parents to determine the extent to which extent the BAAP is effective	District-wide and campus-based student assessment and teacher appraisal tools help campus leadership and teacher to evaluate their classroom instructional effectiiveness	09/01/10 08/23/11 08/11/12	06/11/11 04/25/12 05/30/13
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<b>Part 3: Intervention Model</b>					
<b>Section D: Other Improvement Activities and Timeline (cont.)</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
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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.**

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

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

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

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<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>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.</b> (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
<b>Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement</b>		
<u><b>On-Going Monitoring/Continuous Improvement Plan</b></u>  <p>Grade-level specific instructional faculty will meet to review and reflect on their progress monthly. The Project Evaluator, Dr. T. N. Ikegulu, will develop "process observation" and "action item" forms. Each form will be completed by a designated teacher/staff or campus administrator during their monthly meetings. The "process observation" will gauge the contributions of staff toward problem solving, and the "action item" will record any changes that are made to staffing, scheduling, procedures or instructional techniques. These will be forwarded to the evaluator monthly, and analyzed along with performance data for an annual report.</p> <p>Ensuring ongoing monitoring and continuous improvement is critical to the successful completion of the project. In addition to soliciting feedback from stake-holders—including students, teachers, administrators, parents, mentors, and project staff, the Cognitive Tutor/Nova Net software will be used in several ways to ensure that students are progressing through their IGP's at an acceptable rate. The software can be used to track the frequency and duration of student sessions, which will alert program staff of instances when students are not using the software as prescribed. Program staff can then determine the reason (e.g., computer access, teacher time, student disinterest) and ensure that the particular challenged is resolved and the student continues to progress through the software. In addition, the frequency and depth of the Cognitive Tutor/Nova Net products' reporting system will enable BAAP Management Team to immediately determine each student's level of proficiency with respect to TAKS objectives and performance.</p>		
<u><b>Quantitative/Qualitative Data Collection Methods/Procedures</b></u>  <p>The proposed evaluation plan for the BAAP is based on process-oriented quantitative and qualitative measures. The project/program evaluation plan addresses the assessment and implementation of ongoing procedures within the programs and services. The plan calls for weekly, monthly, quarterly, bi-annual, and yearly monitoring by the Project Evaluator. The project objectives will provide the bases for the quantitative and qualitative measures of the BAAP successes. Measurement tools, such as the standardized test results (TAKS &amp; SAT/ACT), attendance records, individual student report cards, results from the TAKS Exit Level and core subjects, BISD Six-week examination results, and completed student and faculty evaluation forms will help evaluate the project effectiveness, as well as staff accountability in attaining the stated goals and objectives.</p> <p>Qualitative and quantitative data will be collected from a variety of sources, including teacher and counselor data, the AEIS report, and the Cognitive Tutor software/Credit recovery. The software will provide frequent data reporting and analysis opportunities. The software will enable stakeholders to view individual student data by TAKS/SAT/ACT objective so that instructional strategies and materials are always focused on the specific areas of need of each student. In addition, the software will enable program staff to disaggregate data by student group (e.g., ethnicity, socioeconomic status, LEP status, etc.), enabling program staff to quickly identify additional or different resources that may benefit a given group of students. Data can also be disaggregated by teacher or classroom, and can thus inform teachers' individual professional development plans, highlighting specific content and/or skill areas in which the teacher may need additional training, which will in turn benefit his/her students. The richness of the data provided and the frequency of reporting will ensure that all students progress appropriately along the learning continuum established in their individualized graduation plans and that instructional materials/strategies are updated on an ongoing basis to meet student needs.</p> <p>Qualitative interviews will also be used to ascertain where participants are and how they can best be helped. The program will survey students at the beginning of the program. Program assessments will be carried out at the beginning, middle, and end of the grant cycle.</p>		

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<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>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)</b>		
<b>Section B: Formative Evaluation-</b> Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p><u><b>Formative Evaluation Plan</b></u></p> <p>The BAAP adopts the systems approach principles for the evaluation of the project and program activities. An evaluation research with a combination of '<i><b>Holistic and Action Research Evaluation Designs</b></i>,' has been chosen for this endeavor. Whence, the BAAP, in accordance and compliance with its mission and goals, will use a broad-based, integrated system of evaluation and planning to determine its effectiveness and, will also utilize these results to guide future program and policy reforms and improvements.</p> <p>Furthermore, the Project Director, Evaluator, and Coordinators will continuously monitor the extent to which the activities of the project are being implemented, the effectiveness of the activities in achieving stated goals and objectives, the impacts of these goals/objectives and strategies/activities on the targeted students, and the extent to which performance outcomes are being met through:-</p> <ul style="list-style-type: none"> <li>☑ Cognitive Tutor/Cambridge Management System software can provide data related to student usage over time. For example, analysis of student usage reports can indicate whether students actually progressed through the Cognitive Tutor as prescribed in their IPGs/PGPs and IGP.</li> <li>☑ The Cognitive Tutor Software/Credit recovery approach will be used widely and by a variety of constituents, including teachers, students, parents, mentors, counselors, and school and district personnel. Each constituent use will be evaluated on a number of factors:-           <ul style="list-style-type: none"> <li>➤ Teachers will evaluate the software for ease of use; effectiveness of reports; readability, etc.;</li> <li>➤ Students will evaluate the software on a variety of criteria, including interest/eNGLCgement, ease of use, readability, etc.;</li> <li>➤ Parents who use the software will evaluate it on ease of use and effectiveness;</li> <li>➤ Mentors, Counselors, and School/District Administrators will evaluate the effectiveness of the reports and the ability of the reports to suggest remediation and acceleration strategies.</li> <li>➤ By comparing student progress through the Cognitive Tutor/Credit Recovery product with actual TAKS, SAT, and ACT scores, a correlation can be drawn between use of the software and improved success on BISD six-week exams, TAKS, SAT, and ACT.</li> </ul> </li> </ul>		

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by telephone/e-mail/FAX on _____ by _____ of TEA.		
<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>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)</b>		
<b>Section C: Qualitative and Quantitative Data Collection Methods-</b> 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		
<b><u>Quantitative and Qualitative Data Collection Methods to Assess Project Effectiveness</u></b>		
<ol style="list-style-type: none"> <li>1) Number of students enrolled in the Recommended High School Program or the Distinguished Achievement Program</li> <li>2) Administer the <u>Cognitive Tutor/Nova Net</u> diagnostic tools to provide diagnostic and assessment information about student skills and instructional needs in anticipation of 2011 TAKS testing. The assessment will generate a prioritized list of objectives and learning needs for each student, which will be a basic component of the IGP/PGP and will identify areas of weakness across special populations. Diagnostics will be implemented on a "staggered" schedule based on the Spring 2011 testing schedule.</li> <li>3) Train teachers and counselor(s) to develop IGPs/PGPs that cover TAKS areas through (1) appropriate training in the <u>Cognitive Tutor Software/Cambridge Management System</u> and use of the data to identify pertinent objectives not being mastered and (2) campus staff development activities to be spearheaded by the Staff Development Department.</li> <li>4) Campus administrators will work with BAAP teachers to analyze the PACE, PLATO, and <u>Cognitive Tutor/Nova Net</u> data related to individual and group TAKS deficiencies and work with teachers to create and implement a short-term instructional plan based on <u>Cognitive Tutor</u> diagnostic feedback and incorporating <u>Cognitive Tutor/Nova Net</u> online courses to, among other instructional resources, provide a customized learning pathway for each student aimed at accelerating instruction in areas of TAKS deficiency. Analysis and implementation will be prioritized based on TAKS administration schedule.</li> <li>5) Use periodic quizzes and practice tests in conjunction with established campus/district benchmarks to continue to customize student learning pathways in anticipation of the 2006 TAKS administration and to ensure that target student populations are accessing appropriate instructional materials and strategies. Analysis will be prioritized based on TAKS administration schedule as described above. Assign site-based students to tutors.</li> <li>6) Make LU graduate students visible in classrooms. Campus administrators will work with teachers to coordinate summer instructional activities based on school schedule and individual student needs. Summer instructional strategies may include summer institutes, continued in-class instruction during summer school or for year-round schools, parent outreach activities, and other strategies designed to ensure that students continue to progress through the PLATO, PACE, and <u>Cognitive Tutor</u> customized learning pathways and receive instruction using existing and new resources focused on improving TAKS achievement.</li> <li>7) Analyze Spring and Summer/Fall 2009-2010 and 2010-2011 TAKS results against periodic PACE/PLATO and <u>Cognitive Tutor/Nova Net</u> assessment data to determine persistent areas of weakness for students in target population. Adapt Individual Graduation Plans accordingly and re-focus instructional materials and strategies accordingly.</li> <li>8) Administer the PLATO/PACE and <u>Cognitive Tutor/Nova Net</u> PSAT/SAT diagnostic tests to determine students' current strengths and weaknesses with respect to college-level skills and objectives. Assign students to mentors and tutors.</li> <li>9) Each student's IGP/PGP will incorporate multiple strategies for acceleration based on pertinent diagnostic data in the student's individualized graduation plan, including the use of PACE, PLATO, and <u>Cognitive Tutor</u> online PSAT/SAT courses.</li> <li>10) Six-week benchmark assessments will be scheduled starting in the Spring of 2011 and lasting throughout the summer and school year 2012-2013, coordinated with the district/campus benchmarking system, to track students' progress. Use of the PACE, PLATO, and <u>Cognitive Tutor</u> software will enable instructors to target objectives not being mastered and to either change their approach to teaching or remediate the students as needed.</li> <li>11) Dropout rate among Economically Disadvantaged students and other student subgroups and number of students enrolled in advanced courses by student subgroups.</li> </ol>		

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
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 <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b><u>Performance Assessment and Evaluation Goals: Partnership Involvement</u></b>		
<p>Strategies and potential sources of support initiated during the first year of the BAAP grant will continue with the exception of Data Projectors and other capital outlays. <b><u>Second Year Implementation:</u></b> The district will use the same structure and implement projects in social studies. Repeat the math and science project sequence with two new groups of students. Strategies and potential sources of support initiated during the first and continued in the second years of the BAAP grant will continue with the exception of Data Projectors and other capital outlays. <b><u>Third Year Implementation:</u></b> The district will repeat the math and science project sequence with two new groups of students and new groups for social studies. The district could then implement a language arts project sequence.</p> <p>The math, science, and integrated math and science projects will be initially based on the math and science TEXTAMS material, and then extended. The projects will be designed to provide opportunities for the use of research based "high yield instructional strategies". Each project will have an imbedded set of formative assessments as well as summative assessments, to ensure the student's master the designated TEKS for the project. These include: (1) Campus-based Staff Development, (2) District-wide Professional Development, (3) Technical Assistance/Consultant (Dana Center, Cambridge Knowledge Syetms, and ESC-13), (4) Data Management (Cambridge System), (5) Community-based Organizations (i.e., L. L. YMCA, Families and Students Together, Lamar University, CIS, Key Communicators, Lamar Institute of Technology, and BISD and LU "I Have A Dream"). Other project-based goal-oriented activities include Crises Intervention Counseling, Carnegie Learning Cognitive Tutor, Curriculum and Instruction Approaches, Campus Management/restructure and governance, and Parental and Community Involvement</p> <p>The Charles A. Dana Center will provide support in the following ways:</p> <ul style="list-style-type: none"> <li>➤ Develop the math, science and integrated math and science projects that will include teacher instructional materials and assessment strategies and materials.</li> <li>➤ Conduct training for teachers on the use of the instructional materials.</li> <li>➤ Provide on-going support to teachers via technology (phone, internet, video conferencing, etc.).</li> </ul> <p>Charles A. DANA Center and ESC-13 will Provide BISD and BAS/BAAP with the evaluation support it needs to evaluate the results of the math/science project intervention on student/project achievements:</p> <ol style="list-style-type: none"> <li>1) Develop and hold two parenting workshops on effective parent-student communication strategies every semester.</li> <li>2) Conduct monthly/quarterly BAAP staff meetings to discuss students' progress, dropout prevention strategies, program implementation, and project effectiveness. Identify and recruit parents of the targeted students with the highest rates of recidivism, attendance, truancy, and tardiness and, are least academically progressive as Parent Mentors.</li> <li>3) Administer the <u>Cognitive Tutor/Nova Net</u> diagnostic tools to provide diagnostic and assessment information about student skills and instructional needs in anticipation of 2011 TAKS testing. The assessment will generate a prioritized list of objectives and learning needs for each student, which will be a basic component of the IGP/PGP and will identify areas of weakness across special populations. Diagnostics will be implemented on a "staggered" schedule based on the Spring 2011 testing schedule.</li> <li>4) Campus administrators will work with BAAP teachers to analyze the PACE, PLATO, and <u>Cognitive Tutor/Nova Net</u> data related to individual and group TAKS deficiencies and work with teachers to create and implement a short-term instructional plan based on <u>Cognitive Tutor</u> diagnostic feedback and incorporating <u>Cognitive Tutor/Nova Net</u> online courses to, among other instructional resources, provide a customized learning pathway for each student aimed at accelerating instruction in areas of TAKS deficiency. Analysis and implementation will be prioritized based on TAKS administration schedule.</li> <li>5) Analyze Spring and Summer/Fall 2009-2010 and 2010-2011 TAKS results against periodic PACE/PLATO and <u>Cognitive Tutor/Nova Net</u> assessment data to determine persistent areas of weakness for students in target population. Adapt Individual Graduation Plans accordingly and re-focus instructional materials and strategies accordingly.</li> <li>6) Six-week benchmark assessments will be scheduled starting in the Spring of 2011 and lasting throughout the summer and school year 2012-2013, coordinated with the district/campus benchmarking system, to track students' progress. Use of the PACE, PLATO, and <u>Cognitive Tutor</u> software will enable instructors to target objectives not being mastered and to either change their approach to teaching or remediate the students as needed.</li> </ol>		

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### Texas Title I Priority Schools Grant

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

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

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

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

#### Performance Assessment and Evaluation Goals: District and Campus Involvement

##### Office of Assistant Superintendent for Research, Planning, and Evaluation

The Office of Research, Planning and Evaluation under the leadership of Dr. Timothy Chargois has taken under its wings the Departments of Information Services (Mr. Gregory Schumacher, Director) and Performance Management/Instructional Technology (Dr. Kimber Knight, Director). The additions of both departments will help to increase the district's ability to effectively manage research, evaluation, information services, technology and student performance. The Accountability website will contain up-to-date information pertaining to performance management, research, strategic campus planning and testing and evaluation. Dr. T. Nelson Ikegulu, the Programs Evaluator, is also in this department.

##### Title Programs Department

The Title Programs Department is lead by Cathy F. Chavis with three supervisors and one parent involvement coordinator. Beaumont ISD serves more than 70% of its students through federal funding. The NCLB is about a commitment to all children, and of course, it's one that we absolutely must honor if we're going to continue to thrive as the great nation that we are. At the core of the No Child Left Behind Act are a number of measures designed to drive broad gains in student achievement and to hold states/districts and schools more accountable for student progress. The NCLB law requires strong accountability that, for the first time, holds every public school accountable for results, including results for those groups of children who typically don't perform well – many of whom are from racial or ethnic minorities, live in poverty, have disabilities or do not have English as their first language. The measure of accountability is Adequate Yearly Progress (AYP).

##### Curriculum and Instruction Department

The Curriculum and Instruction Department is under the leaderships of the Assistant Superintendents for Elementary and Secondary Schools respectively. This department will be responsible for the development of the curricula and instruction (i.e., Mathematics, Science, Reading/Language Arts, and Social Studies) for the BAAP.

##### Brown Alternative Education Center Brown Alternative School (i.e., Brown Alternative Academy project)

The strategies included in BAAP proposal are intended to enable all students achieve the project goals so that they can do well on college entrance exams, and/or embark on a challenging, well-paying career. These strategies are briefly reviewed on the following pages. The BAAP programs and activities are designed to address the holistic student educational endeavors. The curricula emphases are aligned with TEKS objectives in accordance with the State Board of Education course offerings and the district's Curricula and Scope/Sequence for each of the core courses. These courses are not locally developed, and as such, may be used as credit courses. The District and BAAP Management Team have chosen Cognitive Tutor and Nova Net computer assisted/interactive programs to supplement classroom instruction as well as during the 'TAKS Attack' Extended Day sessions. These computer software programs reinforce skills and knowledge and, are aligned with the TEKS.

**The Diagnostic Assessments and Interventions** selected for the BAAP include the BISD Six-week examination (at three-week intervals), the TAKS tests for the 9<sup>th</sup> - 12<sup>th</sup> grades, the PSAT/SAT and PACT/ACT tests, periodic grade-level quizzes, and the Individualized/Personalized Graduation Plans (IGP/PGP). The BAAP Management Team will use the district's three-week sub-group monitoring reports and the district's six-week examination results to evaluate and determine student readiness and potential for placement in appropriate instructional programs and/or for Extended Day and Academic or Educational Enrichment, as well as readiness for college.

**The PSAT/SAT and/or PACT/ACT diagnostic assessments** will be used to determine student readiness for college preparatory courses and/or placement in Advanced Placement (AP) or International Baccalaureate (IB) courses. The Cognitive Tutor/Nova Net diagnostic tools will be used to provide diagnostic and assessment information about student skills and instructional needs in anticipation for 2011 TAKS testing. These assessments will generate prioritized list of objectives and learning needs for each student, which will be a basic component of the IGP/PGP and will identify areas of weakness across special populations. Diagnostics will be implemented on a "staggered" schedule based on the Spring 2012 testing schedule.



**The BISD/BAAP teachers will undergo specialized training, in the form of professional development** to acquaint them with the specifics of the IGP/PGP and Cognitive Tutor/Nova Net Software. The Cognitive Tutor/Nova Net developer will train teachers to develop IGP's and/or PGP's that cover these TAKS areas through (1) appropriate training in the Cognitive Tutor/Nova Net software and use of the data to identify pertinent objectives not being mastered and through (2) campus-based staff development activities. The Cambridge Management System will manage the PGP database.

- ☒ Extended Day/Curricula Modification - - the Teacher Advisory System, Change in course scheduling, Before- and After-school tutorial assistance, Vocational and Career Focused Classes, and Discipline Management Plan for students in In-School Suspension.
- ☒ University-based Career Awareness - - Dual Credit, Distance Learning, Mathematics and Science Dana Center Projects in Mathematics, Science, ELA, & Social Studies, Summer School, , Team Building, and Inter-disciplinary/Vertical and Horizontal Team Teaching.
- ☒ Professional Development - - in the weakest areas (Mathematics, English/Language Arts, and Science) for BAAP teachers from all core subject areas.

The BAAP overarching goals include:

- ☒ To recruit a qualified Principal by the end of September 2010.
- ☒ To implement high curricula standards for all students and alignment of all educational components with the District's curricula and state's frameworks. To increase the TAKS-All Subjects Taken passing rate for Mathematics and Science students to 65% and 70% respectively by the end of the May 2011; and in increments of 10% and 5% in subsequent school years.
- ☒ To introduce technology-based Individual/Personal Graduation Plans and Credit Accrual (using the Cognitive Tutor Software Program and Cambridge Management System) systems that will help to reduce the number of disciplinary actions by 20% in year one, 30% by the second year, and by 40% by the third year, as well as increase number of students who graduate with their cohort in increments of 10%, 20%, and 30% for the first to third years.
- ☒ Academic success will improve as demonstrated through: Exit Level (11<sup>th</sup> grade) TAKS passing rate increasing by 15% each successive year of the BAAP existence at BAS; by improvement in student GPA's; by SAT and ACT scores improving by 13% each successive year of the project; and by increasing numbers of students taking and passing advanced level of AP courses. A focus on teaching and learning through the provision of content-specific professional development for all instructional faculties and research-based curriculum and instruction with emphases on teacher performance and student learning at all grade levels.
- ☒ To create an institutional atmosphere that fosters school-community interactions through the implementation of the Individual Education and Graduation Plans; parental involvement and family-student interactions; and linking students and communities and promoting school-to-work transition. Improve school bonding (i.e., institutional affiliation), as demonstrated in the attendance rate of all students, specifically by decreasing absenteeism by 15%, 10%, and 6%; and through the implementation of Individual Education and Graduation Plans.

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2008-2009)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	AEIS/TEAMS Data	61%	71% <u>80%<sup>all</sup></u>	78% <u>87%<sup>all</sup></u>	84% <u>93%<sup>all</sup></u>
2	Improve Student Achievement in Mathematics	AEIS/TEAMS Data	12%	76%	83%	95%
3	Improve Student Achievement in Science	AEIS/TEAMS Data	14%	78%	84%	98%
4	Improve Student Achievement in Social Studies	AEIS/TEAMS Data	68%	73%	82%	90%
5	Weekly Classroom Walkthroughs (CWTs), curriculum alignment with state/district standards, & data disaggregation	AEIS, Item Analysis	53%	74%	82%	94%
6	Schedule flexible weekly direct instruction in reading/ELA, Math/Science, and Social Studies	Item Analysis & District Benchmark	63%	78%	88%	92%

**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	Weekly analyses of student performance data by subgroups	Item Analysis and TEAMS Data	65%	79%	83%	96%
2	Schedule quarterly 'Item Analysis' student performance data analyses by subgroups to monitor and guide instruction and curricula	Item Analysis and Subgroup Monitoring report	65%	79%	86%	94%
3	Use Item Analysis Program to enhance instructional practice and curricula alignment	Item Analysis & District Benchmark	65%	79%	87%	92%
4	Weekly 'Extended Day Tutorial' to improve student academic performance	Subgroup Monitoring Report/Item Analysis	65%	79%	88%	99%
5	Weekly staff meetings for student progress and project effectiveness	Item Analysis & District Benchmark	65%	79%	85%	97%
6	Schedule staff training to acquaint all BAS/BAAP staff about the necessity to operationalize all student assessment data	Item Analysis & District Benchmark	65%	79%	86%	98%

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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 (2008-2009)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Provide 'Principal Academy Professional Development' opportunity to campus leaders	Staff Development Sign-in Sheet/Log	68%	79%	83%	96%
2	Schedule and conduct monthly campus-based staff development on Vertical/Horizontal Teams and Differentiated Instructional Themes.	Staff Development Sign-in Sheet/Log	68%	79%	85%	94%
3	Schedule Principal's Leadership Academy for the newly employed campus principal	Staff Development Sign-in Sheet/Log	68%	79%	88%	98%
4	Schedule rigorous professional development for the campus leadership	Staff Development Sign-in Sheet/Log	68%	79%	84%	97%
5	Schedule DANA Center's and Cambridge Knowledge Systems' profession development for all campus staff on campus change and restructuring	Staff Development Sign-in Sheet/Log	68%	79%	85%	95%
6	Conduct weekly Learning and Leadership Community Meetings for all campus leaders and staff	Staff Development Sign-in Sheet/Log	68%	79%	89%	92%

**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	Coordinate accelerated instructional flexibility to allow students to earn credits towards their graduation	TEAMS Data	68%	77%	83%	93%
2	Provide to-and from transportation for all BAS and/or BAAP students to enable them to attend classes and graduate as stipulated in their respective IPG/PGP	TEAMS Data and Transportation Log	68%	77%	91%	97%
3	Provide flexible scheduling for all BAS student to accommodate those who cannot attend classes during the regularly schedule class periods	Campus Sign-in Sheet & TEAMS Data	68%	80%	89%	98%
4	Implement a campus-wide Instructionally-focused Calendar of course offerings for all students and their parents/families	Campus Sign-in Sheet & TEAMS Data	68%	84%	93%	99%
5	Schedule staff collaborative planning that includes common planning time for horizontal and vertical curricula meetings and discussions	Campus Sign-in Sheet & TEAMS Data	68%	86%	95%	92%
6	Schedule monthly Problem Solving activities on the impacts of dropout, graduation, drug/alcohol, and teen pregnancy for all BAAP participants and families.	Campus Sign-in Sheet & TEAMS Data	68%	88%	93%	99%

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2008-2009)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Schedule "Parent/Community Muster" to discuss the issues at stake for all BAAP students at BAS; and efforts that the campus leadership has taken to revamp these academic failures.	Campus and Parent Involvement Sign-in Sheet/Log	58%	78%	89%	98%
2	Schedule monthly community-based organizations' meetings to facilitate accessibility to community services.	Campus and Parent Involvement Sign-in Sheet/Log	58%	79%	87%	96%
3	Ensure that every BAS parent has a prescriptive Professional Development Calendar for all BAAP and BAS activities and/or events. Provide targeted BAAP parents/families and community members with opportunities beyond the traditional school year to participate in Technology Training or Computer Courses	Campus and Parent Involvement Sign-in Sheet/Log	58%	74%	78%	94%
4	Form a coalition with Families and Students Together and others	Campus and Parent Involvement Sign-in Sheet/Log	58%	76%	80%	87%
5	Encourage all parents/families and community members to participate in the BAS Goals Night. Invite Parents/families of BAS students at all BAAP functions.	Campus and Parent Involvement Sign-in Sheet/Log	58%	73%	82%	91%

**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	Implement 'Performance-Based Incentive Pay' to attract and retain teachers	AEIS and Campus and District Logs	43%	77%	84%	90%
2	Foster School-Community Linkage where students and their parents can comfortably be sustained and co-habit	AEIS and Campus and District Logs	43%	78%	87%	93%
3	Invite parents/families and community-based business leaders to attend school functions	AEIS and Campus and District Logs	43%	76%	81%	89%
4	Promote institutional affiliation and positive school climate/structure through the provision of campus-based 'Performance Incentive Awards'	AEIS and Campus and District Logs	43%	74%	87%	93%
5	Institute a campus-based and district supported policy relative to student disciplinary actions and/or infractions	AEIS and Campus and District Logs	43%	76%	89%	95%

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2008-2009)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Implement campus-based and/or district-wide locally developed student assessment, teacher appraisal, and institutional evaluation instrument(s)	PEDAS and Staff Development Sign-in Sheets/Logs	67%	72%	84%	90%
2	Schedule monthly on-going job-embedded professional development in the weakest-areas on campus-based curricula and/or instructional areas	PEDAS and Staff Development Sign-in Sheets/Logs	67%	75%	86%	93%
3	Develop and schedule the math, science and integrated math and science projects that will include teacher instructional materials and assessment strategies and materials. Conduct training for teachers on the use of the instructional materials.	Campus/District and Staff Development Sign-in Sheets/Logs	67%	76%	86%	92%
4	Initiate and support institutional strategies to promote teacher retention, reduce staff attrition, and attract quality instructional faculties to the campus	Campus/District and Staff Development Sign-in Sheets/Logs	67%	73%	89%	96%
5	Strive to recruit the most highly qualified teaching force to improve student performance, teacher retention, and teacher quality	Personnel Records	88%	100%	100%	100%

**Other** – Enter any other annual goals for improvement to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Schedule Lamar University graduate students to tutor students during classroom instruction as Teaching Assistants, as well as Lab Assistants for the Credit Recovery and helping the classroom teacher in the course of the day's regular instruction in the four core academic subjects.	Campus Sign-in Sheet	40%	76%	89%	97%
2	Provide all BAS/BAAP stakeholders with the opportunity to access/view their children's weekly and/or six-weekly academic progress	TEAMS Data/Log	35%	78%	84%	92%
3	Offer additional district-wide or campus-based incentive to mathematics, science, and/or special education teachers who choose to join the faculty ranks at BAS/BAAP	Campus and District Records	12%	73%	87%	93%

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

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**Texas Title I Priority Schools Grant**

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

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

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

**Barrier: Gang-Related Activities**

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

**Barrier: Drug-Related Activities**

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

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



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

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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>School Years 2010-2013</b>		Amendment No. _____	
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>					
<b>Barrier: Shortage of Qualified Personnel</b>					
<b>#</b>	<b>Strategies for Shortage of Qualified Personnel</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>					
<b>#</b>	<b>Strategies for Lack of Knowledge regarding Program Benefits</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Lack of Transportation to Program Activities</b>					
<b>#</b>	<b>Strategies for Lack of Transportation to Program Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Other Barrier</b>					
<b>#</b>	<b>Strategies for Other Barrier</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5—Program Budget Summary</b>				
<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>		
<b>Project Period: August 1, 2010 through June 30, 2013</b>				
<b>Class/Object Code and Description</b>	<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b>	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>
Payroll Costs      5B      6100	\$ 1,459,085	\$138,000	\$ 0	\$ 1,597,085
Professional and Contracted Services      5C      6200	\$809,689.40	0	0	\$809,689.40
Supplies and Materials      5D      6300	\$150,000	0	0	\$150,000
Other Operating Costs      5E      6400	\$184,500	0	0	\$184,500
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)      5G      6600/15XX	\$258,725.60	0	0	\$258,725.60
Total Direct Costs		\$2,862,000	\$138,000	0
1.163 % Indirect Costs			0	
<b>Grand Total</b>				
Total Budgeted Costs:		\$2,862,000	\$138,000	\$ 0
<b>Administrative Cost Calculation</b>				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				3,000,000
Multiply by 0.1033 (1.033% limit) ( Admin. Cost = 0.05 & Indirect Cost = 0.983 ( 0.1033				X 0.05%
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 150,000

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5—Program Budget Summary</b>		
<b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b>		
<b>Year 1: SY 2010-2011 <u>\$1,037,390.00</u>. Year 2: SY 2011-2012 <u>\$995,910.00</u> * Year 3: SY 2012-2013 <u>\$966,700.00</u> *</b>		
* 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.		
<b>Provide any necessary explanation or clarification of budgeted costs</b>		
<b>Budget Justification (See Attached Excel File – Next Page and the Appendix Page)</b>		
A 4% annual cost of living is included in the payroll costs for years 2 and 3 to adjust for inflation/incidentals. Budget justifications are for three years and are distributed accordingly where applicable, especially for budget codes 6400 and 6600.		
<b>Personnel/Payroll and Benefits Costs (6100) = \$1,597,085.00 (BAAP MS Excel Work Sheet):</b>		
Regular Payroll costs ( <u>\$1,070,804.00</u> ) distributed as follows:- 1 FTE Curriculum Coordinator/Project Manager @ \$65,000.00/year + 4% annual inflation/incidents = 202,904; 3 FTE Classroom Teachers in Math, Science, and Reading/Read-190 @ \$43,000.00 each/year= 387,000; 3 Part-time TAKS Tutors @ \$85/Day X 5 Days/Week x 32 Weeks=122,400.00;. 1 FTE Project Secretary @ \$25,500.00/Year=76,500.00;. 1 FTE Parent Involvement Coordinator @ \$20,500.00/year=61,500.00;. 1 FTE Crises Intervention Counselor @ \$55,000.00 per year=165,000.00;		
<b>Substitute/Extra-Duty/Stipends Pay (\$526,281.00):</b> -10 substitutes @ \$95.00 / Day X 4 Days= 3,800/Year X 3 years= <u>\$11,400.00</u> each to attend Conferences (Math Institute/CAMT/TEXTEAMS) =; 8 Teachers \$28.00/Hour X 4 Hours/Day X 5 Days/Week x 32 weeks = <u>\$124,672.00</u> ;		
<b>BAS/BAAP Incentive Awards (\$174,000.00):</b> <u>\$60,000.00</u> for Mathematics and Science teacher recruitment and retention and <u>\$114,000.00</u> for instructional faculty and staff incentive awards,		
<b>Project Evaluation: (\$5,500.00):</b> - Project evaluation and data collection at \$18,500.00 per year.		
<b>Employees Benefits, \$216,209.00.</b> = including variable rate of TRS, Medicare/Medicaid, Unemployment Compensation, etc		
<b>Contractual/Professional Development Services Costs (6200) = \$809,689.40:</b>		
<b>Charles A. DANA Center Staff Development (\$283,000):</b> - For Sept 2010-May 2011: There are 20 training days for teacher to use the materials at \$3,000 per day that includes travel= <u>\$60,000</u> . The development costs that should be spread over 3 years is \$100,000 or <u>\$33,333.33 per year</u> ; So the costs to Dana Center would be <u>\$93,333.33</u> for the first/initial year of School Improvement reform/Restructuring.		
For July 2011-May 2012 → 13+ training days = \$3000x13 = \$39,000 + \$30,000 Development → Total \$69,000 + 33,333.33	For July 2012-July 2013 → 8+ training days = \$3000x8 = \$24,000 + \$30,000 Development → Total \$54,000 + 33,333.33	
<b>Cambridge Knowledge Systems (90,000.00):</b>		
After-school projects for math, science, language arts, and social studies content provided by the Cambridge Knowledge Systems = <u>\$30,000 per year X 3 years = \$90,000</u> .		
<b>Transportation Costs (\$301,689.40):</b> The total of \$100,563.14 first year, \$ 100,563.13-2 <sup>nd</sup> , \$ 100,563.13-3 <sup>rd</sup> year allocated for transportation to assist students to attend scheduled Extended Learning Time activities to reduce absenteeism and increase graduation/completion rate.		
<b>PLATO/CREDIT RECOVERY PROGRAM (\$135,000.00):</b> - For 125 students per Semester @ \$180 per student for 2 semesters → \$45,000.00 for three years = \$135,000.		
<b>Supplies and Materials Costs (6300):</b> These include \$50,000.00 allocated to project/program supplies per year for three years = <u>\$150,000.00</u> . These will help defray the campus budgetary constraints relative to basic supplies/materials for both campus and project functionality		
<b>Operating Costs (6400) = \$184,500:</b>		
<b>Grant required conferences and Training \$30,000.</b>		
Out-of-town student travel for field trips to promote educational experiences = <u>\$16,000.00/Year</u> for three years = <u>\$48,000</u> ;		
In-district/state travel reimbursement (Mileage for Project staff to visit other campuses) = \$19,500.00/Year for three years= <u>\$58,500</u> . Fees (License, Young Audiences, Express Theater/Visual & Performing Arts Academy, etc.) = \$6,000.00/Year for three years = <u>\$18,000</u> .		
Miscellaneous Operating Cost, such as Library books and/or /Media Materials = <u>\$30,000.00/Year</u> .		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
<b>Instruction</b>						
1	Teacher @ \$43,000.00 for Math/Sc./ ELA	To teach Math, Science, and Read/ELA	3	0	\$ 0	\$ 387,000
2	Educational Aide (TAKS Tutors)	Instructional/Assessment Assistance	0	3		122,400
3	Instructional Project Manager/CC	Oversees all project activities/curricula	1	0	0	202,904
<b>Program Management and Administration</b>						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	Assists with daily project activities	1	0	0	76,500
9	Parent Facilitator/Coordinator	Assist with Parent Involvement Tasks	1	0	0	61,500
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
<b>Auxiliary</b>						
12	Crises Intervention Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title: Crises Intervention Counselor/Communities-In-Schools		1	0	0	165,000
23	Title: Data Collector/Evaluator (Conducts all project evaluations)		0	1	0	55,500
24	Title:					
25	Title:					
26	<b>Subtotal Employee Costs</b>				<b>\$ 0</b>	<b>\$ 1,070,804</b>
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay (10 Substitutes @ \$95/Day X 4 Days = \$3,800/YR X 3 Yrs = \$11,400.00)			\$ 0	\$ 11,400
28	6119	Professional Staff Extra-Duty Pay ( <b>Performance-based Incentive Awards</b> )			0	174,000
29	6121	Support Staff Extra-Duty Pay: 8+30 Teachers @ \$28 & \$25.00/Day X 4 Days X 32 Wks			0	124,672
30	6140	Employee Benefits (TRS, Medicare/Medicaid, Insurance, etc.)			0	216,209
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>				<b>\$ 0</b>	<b>\$ 526,281</b>
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				<b>\$ 0</b>	<b>\$ 1,597,085</b>

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</b>					
Expense Item Description				Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
	Specify purpose				
6269	Rental or Lease of Buildings, Space in Buildings, or Land				
	Specify purpose and provide calculation:				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
	Specify purpose:				
<b>Subtotal</b>					
<b>6200 – Professional and Contracted Services Cost Requiring Specific Approval</b>					
<b>Professional and Consulting Services (6219/6239) Less than \$10,000</b>					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.				\$	\$
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
<b>Subtotal</b>					
<b>Professional and Consulting Services Less than \$10,000</b>				\$	\$
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000</b>					
<b>1. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>					
<b>Charles A. DANA Center/Uni. Texas @ Austin (PD in Integrated Science &amp; Mathematics)</b>					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
			4	\$ 283,000	\$ 0
Contractor's Payroll Costs					
Title: <b>Professional Development/Leadership Institute</b>					
Subgrants, Subcontracts, Subcontracted Services				0	0
Supplies and Materials				0	0
Other Operating Costs				0	0
Capital Outlay (Subgrants Only)				0	0
Indirect Cost (____%)				0	0
<b>Total Payment:</b>				<b>\$ 283,000</b>	<b>\$ 0</b>
				<b>\$ 283,000</b>	

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> <b>Carnegie's Cognitive Tutor Software in Mathematics and Science</b>				
	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	±	\$ 0	\$ 0	\$ 0
<b>Title:</b>				
Subgrants, Subcontracts, Subcontracted Services		0	0	0
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
<b>Total Payment:</b>		\$	\$ 0	\$
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> <b>Cambridge Knowledge Systems</b>				
	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Cost Breakdown of Service to be Provided				
Contractor's Payroll Costs	5	\$ 90,000	\$ 0	\$ 90,000
<b>Title:</b>				
Subgrants, Subcontracts, Subcontracted Services		0	0	0
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
<b>Total Payment:</b>		\$ 90,000	\$ 0	\$ 90,000
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> <b>Transportation Costs ( To and From School and Home)</b>				
	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Cost Breakdown of Service to be Provided				
Contractor's Payroll Costs	3	\$ 301,689.40	\$	\$ 301,689.40
<b>Title:</b>				
Subgrants, Subcontracts, Subcontracted Services		0	0	0
Supplies and Materials		0	0	0
Other Operating Costs		0	0	0
Capital Outlay (Subgrants Only)		0	0	0
Indirect Cost (____%)		0	0	0
<b>Total Payment:</b>		\$ 301,689.40	\$	\$ 301,689.40

adjustments made on this page have been confirmed with Dr. Ikegulu by telephone on Sept. 13, 2010 by Carla Stewart-Sevier

123-910-012  
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5. Description of Professional or Consulting Service (Topic/Purpose/Service):					
		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		1	\$	\$ 0	\$
Title:					
Subgrants, Subcontracts, Subcontracted Services			0	0	0
Supplies and Materials			0	0	0
Other Operating Costs			0	0	0
Capital Outlay (Subgrants Only)			0	0	0
Indirect Cost (____%)			0	0	0
Total Payment:			\$	\$ 0	\$
6. Description of Professional or Consulting Service (Topic/Purpose/Service):					
AVID and NOVANET Credit Recovery/Accrual					
Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		3			
Title: PLATO/NOVANET Credit Recovery/Recapture/Dual Credit Program (See Justification)			\$ 135,000	\$	\$ 135,000
Subgrants, Subcontracts, Subcontracted Services			0	0	0
Supplies and Materials			0	0	0
Other Operating Costs			0	0	0
Capital Outlay (Subgrants Only)			0	0	0
Indirect Cost (____%)			0	0	0
Total Payment:			\$ 135,000	\$ 0	\$ 135,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:			\$ 809,689.40	\$ 0	\$ \$ 809,689.40
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			0	0	0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			0	0	0
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			\$ 809,689.40	\$ 0	\$809,689.40
Remaining 6200- Professional and Contracted Services that do not require specific approval:			0	0	0
Grand Total:			\$ 809,689.40	\$ 0	\$809,689.40



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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized				\$	\$
	#	Type	Purpose	Quantity		
	1					
	2					
	3					
	4					
6399 Technology Software- Not Capitalized						
6399 General Office Supplies and Materials Associated with Advisory Council or Committee				0	0	
<b>Total Supplies and Materials Requiring Specific Approval:</b>				<b>0</b>	<b>0</b>	
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>				<b>0</b>	<b>150,000</b>	
<b>Grand Total</b>				<b>\$ 0</b>	<b>\$ 150,000</b>	

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by telephone/e-mail/FAX on <i>9/13/10</i> by <i>C. Haft</i> of TEA.		<b>School Years 2010-2013</b>		Amendment No.	
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees)			\$ 0	\$ 30,000
	Specify purpose: <b>Mandatory SIP/Reform Conferences and Workshops</b>				
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				\$ 48,000
	Specify purpose: <b>Field Trips to other Recognized/Exemplary Schools</b>				
6413	In-district/state travel reimbursement (Mileage for Project Mgr, Sctry, & Parent Facilitator)			0	58,500
	Specify purpose: <b>In-state travel for project staff to visit other Exemplary/recognized Campuses</b>				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees)				
	Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)			0	
	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)			0	*18,000
6499	Specify name and purpose of organization:				
	<b>Miscellaneous Operating Cost for Library/Media Materials</b>			0	\$30,000
	Specify purpose: Library/Media Materials to support student/stag and SIP/Reform Efforts				
<b>Total 64XX- Operating Costs Requiring specific approval:</b>				0	\$184,500
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>				0	0
<b>Grand Total</b>				\$ 0	\$184,500

\* Dues for membership of principal and teachers in the following association. As well as publications and journals from these association.

National Education Association  
 Texas Education Association  
 National Staff Development Council  
 National Association of Black School Educators  
 National Council of Teachers of mathematics.

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by telephone/e-mail/FAX on <i>9/13/10</i> by <i>C. Stiff</i> of TEA.		<b>School Years 2010-2013</b>		Amendment No.	
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost</b> <b>(15XX is for use by Charter Schools sponsored by a nonprofit organization)</b>					
	<b>Description/Purpose</b>	<b>Unit Cost</b>	<b>Quantity</b>	<b>Pre-Award</b>	<b>Total Budgeted</b>
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1					
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2	<b>20 TI-89 Calculators @ \$110.00/each = \$2,200.00</b>	<b>\$110.00</b>	<b>20</b>	<b>0</b>	<b>2,200</b>
3	<b>20 Document Cameras/Video Presenters (with installation @ \$733.33 each)</b>	<b>\$733.33</b>	<b>20</b>	<b>0</b>	<b>14,666.60</b>
4	<b>15 Data Projectors @ \$500 each = \$7,500.00</b>	<b>\$500.00</b>	<b>15</b>	<b>0</b>	<b>7,500</b>
5	<b>Mobile Lab/Technology: 10 Laptops with 1 Cart @ \$1,500 each = 15,000.00 + 4,000 (\$ 400.00 each for installation) = \$ 19,000.00</b>	<b>\$1,900.00</b>	<b>10</b>	<b>0</b>	<b>19,000</b>
6	<b>10 Interactive Boards (with installation) @ \$750.00 each = \$7,500.00</b>	<b>\$750.00</b>	<b>10</b>	<b>0</b>	<b>7,500</b>
7	<b>10 Interactive Pads (with installation) @ \$400.00 each = \$4,000.00</b>	<b>\$400.00</b>	<b>10</b>	<b>0</b>	<b>4,000</b>
8					
9					
10					
11					
<b>66XX/15XX- Technology Software- Capitalized</b>					
12	<b>Interactive Math and Science Software for \$29,859.00</b>	<b>\$2,488.25</b>	<b>12</b>	<b>0</b>	<b>29,859</b>
13	<b>Cognitive Tutor Mathematics/Science Software/ Licensees @ 2,900.00 per year X 3 years = 8, 700 X 20 = \$174,000.00</b>	<b>\$8,700</b>	<b>20</b>		<b>174,000</b>
14					
15					
16					
17					
18					
<b>66XX/15XX- Equipment and Furniture</b>					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.</b>					
29					
<b>Grand Total</b>					
<b>Total 6600/15XX- Capital Outlay Costs:</b>				<b>0</b>	<b>\$258,725.60</b>

<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<b>123-910-012</b> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

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

**SCHEDULE #6A – cont.**  
GENERAL PROVISIONS &  
ASSURANCES

**TEXAS EDUCATION AGENCY**  
**Standard Application System**  
**School Years 2010-2013**

\_\_\_\_\_  
County-District No.

**Texas Title I Priority Schools Grant**

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<b>123-910-012</b> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

**SCHEDULE #6A – cont.**GENERAL PROVISIONS &  
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013****123-910-012**

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

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

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

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

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

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

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

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

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

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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:
- 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;



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

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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.

<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<b>123-910-012</b>  County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

**Terms defined:** As used in these Provisions and Assurances

- "Covered Transaction"— A transaction under Federal non-procurement programs, which can be either a primary covered transaction or a lower tier covered transaction.
  - "Lower Tier Covered Transaction"— (1) Any transaction between a participant and a person other than a procurement contract for goods or services, regardless of type, under a primary covered transaction; (2) Any procurement contract for goods or services between a participant and a person, regardless of type, expected to equal or exceed the Federal procurement small purchase threshold of \$25,000; (3) Any procurement contract for goods or services between a participant and a person under a covered transaction, regardless of amount.
  - "Participant"— Any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction, including an agent or representative of another participant.
  - "Principal"— An officer, director, owner, partner, principal investigator, or other person within a participant with management or supervisory responsibilities related to a covered transaction; or a consultant or other person, whether or not employed by the participant or paid with Federal funds, who (1) is in a position to handle Federal funds; (2) is in a position to influence or control the use of those funds; or (3) occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction.
  - "Excluded Parties List System (EPLS)"— The list maintained and disseminated by the General Services Administration (GSA) containing names and other information about persons who are ineligible.
  - "Debarment"— Action taken by a debarring official (Federal agency) to exclude a person (recipient) from participating in covered transactions.
  - "Suspension"— An action taken that immediately prohibits a person from participating in covered transactions for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue.
  - "Ineligible" generally refers to a person who is either excluded or disqualified.
  - "Person"— Any individual, corporation, partnership, association, unit of government or legal entity, however organized, except: foreign governments or foreign governmental entities, public international organizations, foreign government owned (in whole or in part) or controlled entities, and entities consisting wholly or partially of foreign governments or foreign governmental entities.
  - "Proposal"—A solicited or unsolicited bid, application, request, invitation to consider or similar communication by or on behalf of a person seeking to participate or to receive a benefit, directly or indirectly, in or under a covered transaction.
  - "Voluntarily Excluded"—A status of nonparticipation or limited participation in covered transactions assumed by a person pursuant to the terms of a settlement.
1. By signing SAS Schedule #1 and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
  2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
  3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
  4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", "person", "primary covered transaction", "principal", "proposal", and "voluntarily excluded", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
  5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

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<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federal grants regardless of the dollar amount	<b>123-910-012</b> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

#### **Certification**

- (9) 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.
- (10) 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.

101 *all*

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<b>123-910-012</b> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89  
 03/90

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

<b>SCHEDULE #6D –</b> Disclosure of Lobbying Activities	<b>TEXAS EDUCATION AGENCY</b>	
	<b>Standard Application System</b>	
	<b>School Years 2010-2013</b>	<b>123-910-012</b> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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:	<b>NOT APPLICABLE</b>		
Name:			
<b>1. Type of Federal Action</b> <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		<b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b> Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
<b>6. Federal Department/Agency:</b>		<b>7. Federal Program Name/Description:</b>	
		CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b>		<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI):		<b>10. b. Individuals Performing Services</b> (including address if different from No. 10a; last name, first name, MI):	
(Attach Continuation Sheet(s), if necessary)			
<b>[ITEMS 11-15 REMOVED]</b>			
<b>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.</b>		Signature: _____	
		Name: _____	
		Title: _____	
		Telephone# _____	Date: _____
<b>Federal Use Only:</b>		Standard Form LLL	

<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <b>123-910-012</b> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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



<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<b>123-910-012</b> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<b>123-910-012</b> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<b>123-910-012</b> 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.

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<b>123-910-012</b> 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;

**SCHEDULE #6E – cont.**NCLB ACT PROVISIONS &  
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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](http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798)
  - a. The Model Selection and Description Report must be submitted to TEA no later than **February 1, 2011**. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:
    - i. Comprehensive Needs Assessment process.
    - ii. Establish the grant budget by the required categories.
    - iii. Identification and Selection of the intervention model.
    - iv. Development of activities to implement selected intervention model.
    - v. Development of Timeline of Grant Activities.
- 2) The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
- 3) The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.

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

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

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

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

**Terms defined:**

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

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

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

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

**GRANTEE** – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.

4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**M. Compliance with OMB Circular A-133 Audits and Schedule of Expenditures of Federal Awards:**

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

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

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with		<b>TEXAS EDUCATION AGENCY Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>Beaumont ISD</b> 123-910	
by telephone/e-mail/FAX on _____ by _____ of TEA.			LEA Name Paul A. Brown Alternative Education Center 123-910-012	
			Campus Name 74-6000-317 Five (V)	
			9-Digit Vendor ID# ESC Region August 20, 2010	
			NOGA ID# (Assigned by TEA) Date of Report	
<b>Texas Title I Priority Schools Grant</b>				
<b>Tier I and Tier II Model Selection and Description Report - TRANSFORMATION</b>				
<b>Option 1 Timeline Due to TEA no later than August 31, 2010.</b> <b>Option 2 Timeline Due to TEA no later than February 1, 2011.</b> <b>May be submitted any time prior to deadline.</b>				
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				
<b>Part 1: Identified Needs</b>				
<b>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).</b>				
<b>1. Improve Academic Performance</b>				
<b>Milestones</b>	<b>A</b>	<b>Improve Student Achievement in Reading/ELA, Mathematics, Science, and Social Studies.</b> <b>Improve overall student academic performance in Math and Science through the use of mastery of vocabularies in both disciplines.</b>		
	<b>B</b>	<b>Provide more time on skills/tasks essential to students becoming independent readers, writers, performing arts persons, and creative. Improve the overall student academic performance and college-readiness through the use of weekly 'College-Readiness' Program for all BAS/BAAP students.</b>		

	C	Create opportunities for teachers to successfully meet individual student needs. Develop online resource intervention tools that provide students and teachers with regular and reliable diagnostic tools for student placement and remediation.
<b>2. Increase the Use of Quality Data to Drive Instruction</b>		
<b>Milestones</b>	A	Continue on-going data disaggregation to guide classroom instruction. Engage ALL BAS/BAAP staff in data disaggregation and data-driven decision making to effect data fidelity and integrity, promote student assessment data quality, and guide instructional delivery and practice..
	B	Continue the use of 'Item Analysis Program' to enhance instructional practice and curriculum alignment and, provide professional development opportunities for all staff.
	C	Schedule quarterly 'Item Analysis' student performance data analyses by student groups to monitor and guide instruction and curricula.
<b>3. Increase Leadership Effectiveness</b>		
<b>Milestones</b>	A	Schedule Principal's Leadership Academy for the newly employed campus principal.
	B	All faculty and staff at BAS/BAAP will complete staff development in research-based innovations designed to enhance instruction in a diversified classroom with emphasis on increasing/retaining attentiveness, enhance cognition, and foster memory recall.
	C	Schedule and conduct monthly campus-based staff development on Vertical/Horizontal Teams and Differentiated Instructional Themes.
<b>4. Increase Learning Time</b>		
<b>Milestones</b>	A	Coordinate accelerated instructional flexibility (through regular and Summer Schools) to allow students to earn credits towards their graduation.
	B	Schedule weekly Before- and After-School (and Saturday) Tutorials as well as problem solving activities in Reading/ELA, Mathematics, and Science.
	C	Provide flexible scheduling for all BAS student to accommodate those who cannot attend classes during the regularly schedule class periods.
<b>5. Increase Parent / Community Involvement</b>		
<b>Milestones</b>	A	Invite parents/families and community members to attend the "GOAL'S NIGHT" on 9/13/2010 as well as numerous other campus events.
	B	Schedule monthly community-based organizations' meetings to facilitate accessibility to community services. Form a PTA.
	C	Schedule "Parent/Community Muster" to discuss the issues at stake for all BAAP students at BAS; and efforts that the campus leadership has taken to revamp these academic failures. Encourage all parents/families and community members to participate in the BAS Goals Night. Invite Parents/families of BAS students at all BAAP functions.
<b>6. Improve School Climate</b>		
<b>Milestones</b>	A	Create BAS/BAAP Mission and Vision Statements with input from ALL stakeholders (e.g., Parents, Teachers, Staff, local business partners, students, etc.). Establish and schedule extra/co-curricula activities (e.g., Arts & Craft) to attract students into the campus and the College-readiness Program. Develop a campus-based and district supported policy related to student disciplinary infractions in order to promote positive sense of campus affiliation and impart a life-lasting sense of purpose.
	B	Promote institutional affiliation and positive school climate/structure through the provision of campus-based 'Performance Incentive Awards' that include attendance & academic performance.
	C	Form partnerships with local financial institutions for additional staff incentives. Establish and institute a campus-wide 'Motivational Theme,' which impacts students in a positive way and results in socio-academic development of ALL BAS/BAAP students.
<b>7. Increase Teacher Quality</b>		

<b>Milestones</b>	<b>A</b>	<b>Schedule monthly on-going job-embedded professional development in the weakest areas (Math &amp; Science). Re-align the campus-based curricula and instruction with the district's.</b>
	<b>B</b>	<b>Initiate and support institutional strategies to promote teacher retention, reduce staff attrition, and attract quality instructional faculties to the campus. Offer \$10,000.00 stipends to (NEW) Math &amp; Science teachers who choose to come to BROWN CENTER.</b>
	<b>C</b>	<b>Visit high performing schools to learn 'Best Practices' in Alternative Education. Establish criteria for the selection of 'Teacher of the Month' at BAS.</b>
<b>Other Identified Needs (not listed above)</b>		
	<b>A</b>	
	<b>B</b>	

<b>Part 2: Budget by Identified Needs</b>	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	25%
Increase the Use of Quality Data to Drive Instruction	10%
Increase Leadership Effectiveness	5%
Increase Learning Time	22%
Increase Parent / Community Involvement	10%
Improve School Climate	12%
Increase Teacher Quality	10%
Other Remaining Costs	6%
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	15%
Increase the Use of Quality Data to Drive Instruction	15%
Increase Leadership Effectiveness	12%
Increase Learning Time	18%
Increase Parent / Community Involvement	10%
Improve School Climate	10%
Increase Teacher Quality	20%
Other Remaining Costs	0%

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

**Part 3: Intervention Description – TRANSFORMATION MODEL****Describe how the LEA/campus has/will address each of the following requirements of the model.****I. Develop and increase teacher and school leader effectiveness.****A. Replace the principal who led the school prior to commencement of the transformation model; or list when in the past two years the principal was replaced and describe the intervention in which the principal was replaced.**

The Intervention Model selected by BAAP Management Team and BISD leadership is the Tier II with Option 1 Transformation Model, which includes:

- ☐ Campus/School reform and school restructure/climate as well as the replacement of the campus principal. The new principal was hired on July 1, 2010.
- ☐ Provision of SES to all students at Brown Alternative Education Center students.
- ☐ Site visits to exemplary Alternative Education centers in Texas.
- ☐ Invitation to the SIRC at Region 13 for Technical Assistance.
- ☐ Alignment of campus-based curricula/instruction with state and district standards.
- ☐ Parental/Community Involvement opportunities.
- ☐ Restructuring the curricula and instruction at Brown Education Center to align with state and district standards.
- ☐ Provision of job-embedded staff development opportunities:-
- ☐ Principal's Leadership Academy.
- ☐ High quality and on-going instructional/staff professional development.

**B. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--****i. Take into account data on student growth (as defined below) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and****ii. Are designed and developed with teacher and principal involvement;**

The Principal, Assistant Principal, counselor, district-level personnel, and all campus teachers were involved in the design and development of this document. The BAAP teachers will undergo specialized training, in the form of professional development to acquaint them with the specifics of the IGP/PGP and PLATO/Cognitive Tutor/Nova Net Software. The Cognitive Tutor/Nova Net developer will train teachers to develop IGP's and/or PGP's that cover these TAKS areas through (1) appropriate training in the Cognitive Tutor/Nova Net software and use of the data to identify pertinent objectives not being mastered and through (2) campus-based staff development activities. The Cambridge Management System will manage the PGP database.

In addition, the concept of "Transforming Classroom Practices" will be introduced at BAS/BAAP for teachers and administrators. Transforming classroom practices is a process designed to energize instructional leaders to improve the impact their practice has on classroom practice and therefore on student learning by enhancing the skills of campus leader to collect, display, discuss, and use multiple classroom walkthrough data to prompt reflection. Some of the multi[le classroom observation data collecgtion will focus on curriculum alignment, teaching practice and pedagogy, classroom management, classroom instructional juxtaposition, student engagement, teacher-student interaction, administrator-teacher interaction, teacher-teacher interaction, and institutional and classroom climate/culture, .

**C. Identify and reward school leaders, teachers, and other staff who, ... 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;**

There is a need to reward best practices in classroom teaching and to recruit the most highly qualified teachers into the classroom environment. A total of \$174,000.00 has been designated for this effort - \$114,000.00 for Teacher Performance Pay Incentive. However, you have to earn it to receive it. An additional \$60,000.00 of the \$174,000.00 has been dedicated for teacher recruitment and retention.

This incentive award plan should be used to reward employees for performing at high levels. The BAAP criteria for this incentive award plan (Plan BAAP) reflects the goals of the district, the standards of the State, and the standards of the No Child Left Behind Act.

The incentive plan under consideration and being submitted for approval is in alignment with local, state, and federal standards of performance, (academically acceptable, recognized, exemplary, and met adequate yearly progress [AYP]), number of students passing core subjects (All Test Taken) by students, graduation rate, completion rate, dropout rate, student attendance and staff attendance rates, and school climate. All campus-based employees at Paul A. Brown Alternative Education Center are eligible for the incentive recognition.

**Allocation of Funds**

Funds based on this incentive award plan shall be allocated on a per classroom teacher unit and a per paraprofessional unit basis. Although funds will be allocated on a per classroom teacher unit and a per paraprofessional unit basis, it shall be a campus decision as to how to disburse the funds.

A teacher, under this plan, shall be defined as a classroom teacher, Title I teacher, special education teacher, reading recovery teacher, librarian, nurse, and computer technologist unit, excluding assistant principal serving in this position. A paraprofessional shall be defined as a clerical and teaching assistant staff. Criteria and categories that determine the allocations shall be reviewed each year.

Criteria for allocation of incentive funds for Teachers and Paraprofessionals:

1. Only Teachers and Paraprofessionals in this school that receive a rating of "Recognized" or "Exemplary" in the state accountability system (AEIS) are eligible to receive the incentive. Campus leaders are also eligible for this plan.

AND

2. Only Teachers and Paraprofessionals at BAS and receive a rating of "Meets AYP" under the No Child Left Behind Act are eligible to receive the incentive. A school that "Meets AYP" meets the following standards: -

- Academic Performance and Participation standards in Reading/English Language Arts and Mathematics areas as specified in the Act for "All Students" and each student group - African American, Hispanic, White, Economically Disadvantaged, Special Education and Limited English Proficient

AND

- Graduation Rate and/or Attendance Rate as specified in the Act for "All Students"

3. Any school that is in "Needs Improvement" under the No Child Left Behind Act is not eligible to receive incentive monies.

TTIPS ~ BAS/BAAP Incentive Funds Breakdown (for Distribution by August 2011)

**I. Estimated Total Funds Allotment and Expenditure**

- 1) Total funds awarded for 2010-2013 school years ☐ \$3,000,000.00 (Pending)
- 2) Total 7% of \$1,000,000.00 (for CTUs and Alternative School Institute) ☐ \$70,000.00
- 3) Total 0.05% of \$1,000,000.00 (for Non-Classroom Teaching Units [CTUs]) ☐ \$5,000.00

## II. TEA Campus-based Performance Pay Incentive/Bonus Pay Plans

PLAN BAAP: with Absolute Projections (\$144,000.00 Budgeted)

- 1) Exemplary ☐ \$500.00 (More for each Qualified CTU).
- 2) Recognized ☐ \$230.00 (More for each Qualified CTU).
- 3) Academically Acceptable ☐ \$100.00 (More for each Qualified CTU).
- 4) Unrated and/or Academically Unacceptable ☐ \$0.00 (More/Qualifying CTU).

## III. 2010-2013 Estimated and Actual BAS/BAAP Teaching/Non Teaching Workforce

Personnel-Type      Actual Number      Estimated Number (with new hires)

Total Staff @ BAS      29 (All Inclusive)      34 (All Inclusive)

CTUs      15      18 (includes Nurses, Diagnosticians, Certified Librarian, etc.)

Non-CTUs      14      16 (includes Principals/APs,, Counselor, Nurse, Speech, Diagnosticians, Certified Project Manager, Certified Librarian, Café/Custodial, Parapros, etc.)

## IV. Campus-based Actual Personnel Performance-Based Incentive Estimates

- 1) Number of CTUs ☐ 18
- 2) Number of Exemplary campus-based teachers ☐ at least 5 (Estimated = 8)
- 3) Estimated # of Exemplary Campus-based Teachers ☐ with absolute = 6
- 4) Number of Exemplary campus teachers ☐ 18 (Plan BAAP)
- 5) Number of Recognized campus teachers ☐ 18 (Plan BAAP)

## V. Campus-based Performance Incentive-Types (@ TEA Alternative Recognized Status)

- 1) Principal @ \$2,000.00 = \$2,000.00
- 2) Assistant Principal, Counselor, and Project Manager @ \$1,200.00 each = \$3,600.00
- 3) Base Pay @ \$500.00 (Plan BAAP) per CTU Team = \$9,000.00
- 4) If campus CTU Team meets @ least 80% (R/ELS or SS) ☐ \$400.00 = \$7,200.00
- 5) If campus CTU Team meets @ least 80% (Math or Sci.) ☐ \$400.00 = \$7,200.00
- 6) If campus meets USDE AYP Standard in math & Reading ☐ \$100.00 = \$1,800.00
- 7) If campus meets at least 30% Significant Growth ☐ \$400.00 per CTU = \$9,000.00
- 8) Additional \$100.00 for each CTU (for Professional Development Activities) = \$1,800.00
- 9) Non-CTU staff members @ \$300.00 each ☐ 12 X \$450.00 = \$5,400.00
- 10) Emergency/Incidentals or Contingency Plan ☐ At most \$500.00 (Plan BAAP)

Note: Undisbursed funds will be redistributed to qualified personnel or used for innovative professional development as determined by the campus-based decision making team.



**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**

High-Quality Job Embedded Professional Development Activities:

- ☐ Teachers will participate in staff development programs that target the following areas: Inclusion, GT Training, Learning Styles, and Data disaggregation (Ruby Payne, Dana Center, & Cambridge Knowledge Systems).
- ☐ All faculty and staff at BAS/BAAP will complete staff development in research-based innovations designed to enhance instruction in a diversified classroom with emphasis on increasing/retaining attentiveness.
- ☐ Develop and schedule the math, science and integrated math and science projects that will include teacher instructional materials and assessment strategies and materials. Conduct training for teachers on the use of the instructional materials. Provide on-going support to teachers via technology (phone, internet, video conferencing, etc.). Provide the campus and the district with the evaluation support it needs to evaluate the results of the math/science project intervention on student achievement.
- ☐ All BAS and/or BAAP students will participate in mentoring/cultural exchange activities designed to enhance their ability to function in a diversified society.
- ☐ Schedule and conduct monthly campus-based staff development on Vertical/Horizontal Teams and Differentiated Instructional Themes.
- ☐ Identify and recruit parents of the targeted students with the highest rates of recidivism, attendance, truancy, and tardiness and, are least academically progressive as Parent Mentors.
- ☐ All BAAP staff will undergo rigorous professional development in student assessment, graduation planning, and institutional change.

**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.**

Additional Incentives for Mathematics and Science Teachers:

\$10,000.00/Year X 2 Teachers (Math & Science) X 3 Years = \$60,000.00

New Mathematics and Science teachers into BAS/BAAP will receive additional \$10,000.00 stipends to be paid out in twelve equal monthly installments of \$833.33 per month. Subsequent payments of these incentive funds are conditional on BAS/BAAP becoming recognized campus and/or show significant growth in student performance.

Form a partnership with local financial institutions for additional staff incentives, establish criteria for the selection of 'BAS Teacher of the Month,' and reward instructional excellence in student performance with additional incentives. Visit high performing schools to learn 'Best Practice' in Alternative Education.

## **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**

To ensure that the campus instruction the following campus-wide strategies are currently being implemented at BAS/BAAP:-

- 1) Number of students enrolled in the Recommended High School Program or the Distinguished Achievement Program
- 2) Administer the Cognitive Tutor/Nova Net diagnostic tools to provide diagnostic and assessment information about student skills and instructional needs in anticipation of 2011 TAKS testing. The assessment will generate a

prioritized list of objectives and learning needs for each student, which will be a basic component of the IGP/PGP and will identify areas of weakness across special populations. Diagnostics will be implemented on a "staggered" schedule based on the Spring 2011 testing schedule.

3) Train teachers and counselor(s) to develop IGPs/PGPs that cover TAKS areas through (1) appropriate training in the Cognitive Tutor Software/Cambridge Management System and use of the data to identify pertinent objectives not being mastered and (2) campus staff development activities to be spearheaded by the Staff Development Department.

4) Campus administrators will work with BAAP teachers to analyze the PACE, PLATO, and Cognitive Tutor/Nova Net data related to individual and group TAKS deficiencies and work with teachers to create and implement a short-term instructional plan based on Cognitive Tutor diagnostic feedback and incorporating Cognitive Tutor/Nova Net online courses to, among other instructional resources, provide a customized learning pathway for each student aimed at accelerating instruction in areas of TAKS deficiency. Analysis and implementation will be prioritized based on TAKS administration schedule.

5) Use periodic quizzes and practice tests in conjunction with established campus/district benchmarks to continue to customize student learning pathways in anticipation of the 2011 TAKS administration and to ensure that target student populations are accessing appropriate instructional materials and strategies. Analysis will be prioritized based on TAKS administration schedule as described above. Assign site-based students to tutors.

6) Make LU graduate students visible in classrooms. Campus administrators will work with teachers to coordinate summer instructional activities based on school schedule and individual student needs. Summer instructional strategies may include summer institutes, continued in-class instruction during summer school or for year-round schools, parent outreach activities, and other strategies designed to ensure that students continue to progress through the PLATO, PACE, and Cognitive Tutor customized learning pathways and receive instruction using existing and new resources focused on improving TAKS achievement.

7) Analyze Spring and Summer/Fall 2009-2010 and 2010-2011 TAKS results against periodic PACE/PLATO and Cognitive Tutor/Nova Net assessment data to determine persistent areas of weakness for students in target population. Adapt Individual Graduation Plans accordingly and re-focus instructional materials and strategies accordingly.

8) Administer the PLATO/PACE and Cognitive Tutor/Nova Net PSAT/SAT diagnostic tests to determine students' current strengths and weaknesses with respect to college-level skills and objectives. Assign students to mentors and tutors.

9) Each student's IGP/PGP will incorporate multiple strategies for acceleration based on pertinent diagnostic data in the student's individualized graduation plan, including the use of PACE, PLATO, and Cognitive Tutor online PSAT/SAT courses.

10) Six-week benchmark assessments will be scheduled starting in the Spring of 2011 and lasting throughout the summer and school year 2012-2013, coordinated with the district/campus benchmarking system, to track students' progress. Use of the PACE, PLATO, and Cognitive Tutor software will enable instructors to target objectives not being mastered and to either change their approach to teaching or remediate the students as needed.

11) Dropout rate among Economically Disadvantaged students and other student subgroups and number of students enrolled in advanced courses by student subgroups.

**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.**

Ensuring on-going monitoring and continuous improvement is critical to the successful completion of the project. In addition to soliciting feedback from stake-holders—including students, teachers, administrators, parents, mentors, and project staff, the Cognitive Tutor/Nova Net software will be used in several ways to ensure that students are progressing through their IGP's at an acceptable rate. The software can be used to track the frequency and duration of student sessions, which will alert program staff of instances when students are not using the software as prescribed. Program staff can then determine the reason (e.g., computer access, teacher time, student disinterest) and ensure that the particular challenge is resolved and the student continues to progress through the software. In addition, the frequency and depth of the Cognitive Tutor/Nova Net products'

reporting system will enable B. Management Team to immediately determine each student's level of proficiency with respect to TAKS objectives and performance.

The Formative Evaluation Plan adopted for the BAAP are as follows:-

The BAAP adopts the systems approach principles for the evaluation of the project and program activities. An evaluation research with a combination of 'Holistic and Action Research Evaluation Designs,' has been chosen for this endeavor. Whence, the BAAP, in accordance and compliance with its mission and goals, will use a broad-based, integrated system of evaluation and planning to determine its effectiveness and, will also utilize these results to guide future program and policy reforms and improvements.

Furthermore, the Project Manager, Evaluator, and Principal will continuously monitor the extent to which the activities of the project are being implemented, the effectiveness of the activities in achieving stated goals and objectives, the impacts of these goals/objectives and strategies/activities on the targeted students, and the extent to which performance outcomes are being met through:-

- ☐ Cognitive Tutor/Cambridge Management System software can provide data related to student usage over time. For example, analysis of student usage reports can indicate whether students actually progressed through the Cognitive Tutor as prescribed in their IPGs/PGPs and IGP.
- ☐ The Cognitive Tutor Software/Credit recovery approach will be used widely and by a variety of constituents, including teachers, students, parents, mentors, counselors, and school and district personnel. Each constituent use will be evaluated on a number of factors:-
  - ☐ Teachers will evaluate the software for ease of use; effectiveness of reports; readability, etc.;
  - ☐ Students will evaluate the software on a variety of criteria, including interest/engagement, ease of use, readability, etc.;
  - ☐ Parents who use the software will evaluate it on ease of use and effectiveness;
  - ☐ Mentors, Counselors, and School/District Administrators will evaluate the effectiveness of the reports and the ability of the reports to suggest remediation and acceleration strategies.
- ☐ By comparing student progress through the Cognitive Tutor/Credit Recovery product with actual TAKS, SAT, and ACT scores, a correlation can be drawn between use of the software and improved success on BISD six-week exams, TAKS, SAT, and ACT.

### **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](http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cqi/content/abstract/29/4/296)*

Opponents of direct instruction believe methods of measuring student progress, favor skills that are themselves emphasized by direct instruction and deemphasized by discovery education[ ]. In addition they suggest aptitude

tests focus on students' ability to solve problems, while discovery education emphasizes critical information-seeking and active, fruitful participation in social discourse, goals that cannot be easily measured by traditional empirical methods.

**Extended Day/Tutorials:** In the Spring 1999 issue of Texas Study, Robert Marshall stated that "tutorials for students who fail to do their homework or study for tests can have a positive impact on failure rates almost immediately." While science and mathematics are the primary focus of the academic component of the BAAP program, students will have daily opportunities for intensive intervention and acceleration in reading, as well as tutorials and homework assistance focused on other TEKS-based core academic courses. In addition to extended-day opportunities, BISD will also offer expanded Summer School that will capitalize in areas related to their immediate future: on-the-job training, "Work-Study Program/Student Apprenticeship" or dual credit in Summer School Program. **Before- and After-school Tutorial Assistance (TAKS ATTACK):** This will be provided by teachers, LU graduate students, and volunteers. This academic support is necessary if all students are to have truly equitable access. The graduate students will provide help not only in subject areas, but will also serve as role models. When possible, these positions will be given to minority students. **Career Focused Classes** will be offered to students in the learning clusters. Students in the Visual and Performing Arts Cluster will be better prepared for auditions, and will have had opportunities at conferences to make important contacts. **Advisory Councils:** School-community groups will serve as an Advisory Boards for each of the academies and the NGLC. **Student Review:** A common planning time will be designated weekly as the student review meeting, during which time teachers can bring up concerns about any student for discussion and problem solving. If the problem is academic, tutoring or testing may be recommended. If the concern is behavioral, a Discipline Management Plan may be initiated and actions could vary from talking to the parents, referral to a counselor or a community agency, and an in-school support groups, or peer mediation. **Learning Community Meetings:** Each grade level will have faculty meetings at least monthly. This time will be spent in self-observation and reflection regarding the development of instructional programs, individual professional growth, and in dealing with the discomfort that arises with the process of change. This process will be documented by teacher Advisory Coordinator and Project Evaluator. The data obtained will be used to describe the formative process in annual reports.

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

Strategies and potential sources of support initiated during the first year of the BAAP grant will continue with the exception of Data Projectors and other capital outlays. **Second Year Implementation:** The district will use the same structure and implement projects in social studies. Repeat the math and science project sequence with two new groups of students. Strategies and potential sources of support initiated during the first and continued in the second years of the BAAP grant will continue with the exception of Data Projectors and other capital outlays. **Third Year Implementation:** The district will repeat the math and science project sequence with two new groups of students and new groups for social studies. The district could then implement a language arts project sequence.

The math, science, and integrated math and science projects will be initially based on the math and science TEXTEAMS material, and then extended. The projects will be designed to provide opportunities for the use of research based "high yield instructional strategies". Each project will have an imbedded set of formative assessments as well as summative assessments, to ensure the student's master the designated TEKS for the project. These include: (1) Campus-based Staff Development, (2) District-wide Professional Development, (3) Technical Assistance/Consultant (Dana Center, Cambridge Knowledge Systems, and ESC-13), (4) Data Management (Cambridge System), (5) Community-based Organizations (i.e., L. L. YMCA, Families and Students Together, Lamar University, CIS, Key Communicators, Lamar Institute of Technology, and BISD and LU "I Have A Dream"). Other project-based goal-oriented activities include Crises Intervention Counseling, Carnegie Learning Cognitive Tutor, Curriculum and Instruction Approaches, Campus Management/restructure and governance, and Parental and Community Involvement.

#### **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;**

Beaumont ISD and BAS are already engaged in rigorous and aggressive transformational reform efforts. 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.

The operational flexibility for the Brown's Alternative Academy Project (BAAP) at Brown Alternative School (BAS) is as depicted in the flow chart on page 107. Information flow relative to the selected Intervention Model at BAS starts from the Superintendent of Schools (as approved by the Board of Trustees) through the Assistant Superintendents for Secondary Schools and Research, Planning, & Evaluation to the District's Shepherd for the BAAP/BAS and the campus leadership. There are also flexible information shearing between the Campus Principal and the Superintendent of Schools as well as between the Principal and the Assistant Superintendents. Project needs and concerns are communicated to the campus-based Campus Education Improvement Committee (CEIC) and BAAP Committee members by the staff members at BAS through the Project Manager. The Superintendent of Schools has granted the principal operational flexibilities in hiring her staff, scheduling classes for students and professional development opportunities for staff, as well as budgetary/spending decision for the full implementation of the selected Intervention Model.

- B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).**

The district (i.e., BISD) is very much in support of the BAAP and what the campus is all about. This was evident during the Superintendent's Retreat on August 12, 2010 when all principals and academic supervisors gave the principal, Mrs. Elvena Colbert, a warm welcome and promised their respective support. BISD convocation day (August 17, 2010) was another eventful day for Brown Alternative Education Center's teachers and staff. Every campus member wore a campus the newly designed T-shirt with the campus logo, indicative of campus affiliation and recognition. This was the first time such had ever happened in the ten-year history of BAS. The Assistant Superintendent for Research, Planning, and Evaluation, the Deputy Superintendent for Curriculum and Instruction, all academic supervisors, the Title Programs Director and the Title I Parent Involvement Coordinator, and Assistant Superintendent for Secondary Schools are all in support of BAS and BAAP efforts. Currently, there is a five-classroom portable being built on the grounds at BAS campus. This portable building will house the student computer laboratory and additional classrooms in anticipation for more student enrollment.

The students at BAS are overwhelmed with all the activities going on at BAS. The first day of school was a welcoming and eventful day at BAS. Parents were very much enthused with warm-hearted appreciation for the new principal. New local business partnerships are being formed on a weekly basis; and the affiliated BISD School Board member is quite supportive of BAAP goals/objectives and mission/vision statement. The District Shepherd (Dr. T. Nelson Ikegulu) and the SIRC assigned Professional Service Provider (Judy Koch) are a tremendous boost to the on-going activities relative to the BAAP success. On September 2, 2010, Judy Koch (PSP) energized both the district and the campus with her prolific hands-on administrator-teacher/staff-student engagement. The ripples of her energy could be felt 100 miles away from the campus at BAS.

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**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 BAAP Management Team has established and created an institutional affiliation and positive school climate/structure through the provision of campus-based 'Performance Incentive Award System' for ALL BAS/BAAP staff and students. This award systems takes into consideration: (1) Collection of student assessment data using AEIS, TEAMS, PEIMS, INOVA, Eduphoya, & Item Analysis Programs, and other teacher records during weekly classroom instruction/campus leaderships' 'Classroom Walkthroughs,' nine-week grading periods, and end-of-year. (2) Compute per teacher 'Performance-Based Incentive based on teachers who met the required cut-off of 'At Least 80% Students Passing' All Tests Taken in BISD benchmark assessments as well as on TAKS in all four core subject areas by student groups. (3) Document all students' performance/growth by student group in all teachers' classroom where students are not up to par in their weekly academic permance and record these deficienciencies in their personnel files. Most of these documentations will occur during the daily classroom walkthrough, nine-week assessment clalendar using the INOVA and Item Analysis Programs, and after the TAKS administration. (4) Instructional staff who do not meet the cut-off point (80%) of students passing will not receive these incentive funds,

**In addition, \$10,000.00/Year X 2 Teachers (Math & Science) X 3 Years = \$60,000.00L-**

**New Mathematics and Scienc e teachers into BAS/BAAP will receive additional \$10,000.00 stipends to be paid out in twelve equal monthly installments of \$833.33 per month. Subsequent payments of these incentive funds are conditional upon BAS/BAAP becoming recognized campus and/or show significant growth in student performance at the alternative education standards by TEA.**

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

The BAAP Management Team has established and created a system designed to assess and monitor the quality of staff/professional development its staff receives on a consistent basis through the engagement of all BAS/BAAP staff in data disaggregation and data-driven decision making to effect data fidelity and integrity, promote student assessment data quality, and guide instructional redelivery and practice. In addition, each staff who attends any conference and.or worksho has to teach those who were not opported to attend that said conference/workshop. On-going staff development activities follw this format: (1) Schedule the Professional Development (PD) date and time. (2) Contact the ESC-5 and or BISD presenter. (3) Notify staff of the PD date, venue, and time. (4)

Gather necessary and needed training materials. (4) Document what was learned at each training/staff developmentand ptnent it during weekly faulty meetings. (6) Demonstrate knowledge of what was learned in the classroom through classroom observation(s) by campus leadership.

**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.**

By the No Child Left Behind (NCLB) statute of 2001 and its Highly Qualified Teacher (HQT) requirement, BISD and BAS do not employ teachers who are not qualified and, no instructional and.or paraprofessional staff at BISD and BAS are hired without the expressed consent, permission, and approval of the principal.

**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;**

These will be accomplished through: (1) Provision of on-going support to teachers via technology (phone, internet, video conferencing, etc.). (2) By providing the campus and the district with the evaluation support they need to evaluate the results of the math/science project intervention on student achievement. (3) The consistent and regular use of the Item ANALysi program to disaggregate student assessment data by student groups. (4) The insistentnapplication of the BISD and BAS 'Re-teach Policy' to effect academic knowledge and mastery of instruction. (5) Consistent classroom walkthroughs by bothncampus and district administrators.

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

The Paul A. Brown Alternative Education Center does not have 'Response-To-Intervention (RTI) Program because the campus is an alternative education center with no eligible Special Education student(s).

**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;**

The Beaumont ISD implements bi-annual professional devepment in instructioanl technology, classroom practices, curriculum akignment, instructional delivery, classroom technology integration, curriculum mapping, and authentic instructioan and classroom walkthrough. All staff and instructional faculty are urged to participate in these profesional development activities and, BAS is not an exception. Furthermore, instructional staff at BAs will be required to atten two conferences in their respective teaching fields every year and will report their learning to the rest of the BAS team.

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

The Brown Alternative School is already engaging its students with computer-based instructio (CBI) and computer-assisted instruction (CAI) through the NOVA-Net, Study Island, Online Curricula, Mentoring Mind, Accelerated Reader, Measuring Up, Response-To-Intervention, My Access, etc. However, the introduction and the institutionalization of the Read-180, Carnegie's Cognitive tutor (Math & Science), as wel as the Mobile and Computer Laboratories (where students and parents can gon online and seaeach for instructonal resources, which are otherwise, not available at home) will give themn the added impetus for academic/behavioral prowess, desire to come to schoo, reduced institutiona incontinence, parental guidance, opportunity for socializtion, reduced limitations on instruction demerits, improved institutional affiliation, increased academic rigor and flexibility, higher education opportunities, increased ;ocal/state and national workforce, and needed cognitive circumflex for global competition.

**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 Paul A. Brown Alternative Education Center does not offer AP/IB courses because of its student clientel - - alternative education students - - with minimum graduation requitrement(s).

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

Through the Operational Flexibility extended by the Superintendent of Schools and BISD Board of Trustees to the campus principal, it is a campus-wide policy that: (1) There will NOT .... shall NOT ...be any form of sexual harrasment by any member of the BAAP/BAS participant. (2) 1) There will NOT .... shall NOT ...be any form of student harrasment by any member of the BAAP/BAS participant. (3) 1) There will NOT .... shall NOT ...be any form of bu;;ying by any member of the BAAP/BAS participant. (4) It is now, nad had previously been, the Policy of BAAP and/or BAS that any potential student into BAS will be screened, undergo a period of orientation and/or be placed for Summer School progressive academic success, and and maintain an adequate



**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;**

Establish a campus-wide placement of the most at-risk students in computer-based instruction, such as PLATO/NOVA-Net for credit recovery/recapture and provide all students with Personal Graduation Plan to monitor student progress and graduation requirement.

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

Institutionalize campus-wide: (1) Sub-group Monitoring for the district's benchmark assessment. (2) Three-Weekly Mid-Point Assessment/intervention and student data disaggregation by sub-groups. (3) Use the Item Analysis Program to identify the most at-risk students for placement in before/after-school tutorial,

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

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

Establish partnerships with on-campus and/or Community-Based Organizations (CBOs) such as Communities-In-Schools, Family And Students Together (FAST) of Southeast Texas, BISD's Title I Parent Involvement Department, and Beaumont Parent Teacher Association (PTA).

**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;**

It has been agreed upon by the BAAP staff and the BAS CEIC members that each staff (instructional or otherwise) will work with no more than six (at least 200 students [on a good day] per semester divided by 35 adults) in a Student Advisory capacity to monitor students' academic progress, attendance, and communicate with the parents on a consistent basis throughout the tenure of that student at BAS. Each staff member will muster on every Wednesday's Faculty Meeting and, one of the topics would be the discussion of each of their assigned student's progress at BAS. With regards to increasing learning time, BAAP has altered the school schedule to address the issue of building relationship between staff and students. The original schedule contained three lunches. To incorporate an advisory /academic reinforcement program, the school schedule was modified to two lunches. An additional 5 minutes were given to the remaining lunches. The remaining 15 minutes has been allotted for "Eagle Time" to allow teachers and students a time of advisory/ academic reinforcement of areas that has been designated as critical i.e. math and science.

**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;**

Institutionalize Positive Action Research Paradigm for ALL BAAP Students and staff,

Positive Action iResearch is a comprehensive program noted for its record for improving student behavior and academic achievement. Grades K-12 receive instruction that is reinforced at school, home, and in the community. These three areas of influence can stand alone or be integrated to coordinate with each other. PA also strengthens parent-child relationships and family attitudes. The coordinated efforts of principals, teachers, support staff, parents and community organizations and members creates a positive environment that affects

the entire school culture.; The unique combination of physical, emotional, social, and intellectual actions allows PA to address the child as a whole. This creates an opportunity for the student to clearly focus on all their feelings, thoughts, and actions. By addressing all of these components and focusing on positive actions, students learn they can affect changes in themselves and the school. Positive Action's flexible design allows it to be customized to meet the needs of any setting.

#### Support Services/Disciplinary Action Activities:-

- ☐ Implement the AVID and Princeton Review Programs, continue Pegasus and Pre-AP & AP courses, PSAT for all sophomores, the HOMEROOM Monitoring and Intervention during the daily Sixth Period of instruction for 15 minutes.
- ☐ Provide options for credit accrual using anytime/anywhere learning solutions and Cognitive Tutor Software and District's Course Selection.
- ☐ Continue to assist all students identified as at-risk through the CIS Program, Key Communicators, Business Partners, AVID and Princeton review, ASVAB Testing, Credit Recovery, and placement in appropriate regular and G/T courses.
- ☐ Crises Intervention Counseling Service ☐ Provide counseling services to targeted students with actual or potential risky behaviors.
- ☐ Analyze TAKS scores for target students from Spring and July/Fall 2011 administrations to determine areas of weakness and modify individual graduation plans in anticipation of Spring 2012 testing.
- ☐ Identify students at risk of failing TAKS and develop an Individual Graduation Plan (IGP) for each, which include activities that will facilitate passing the 11th grade TAKS during the Spring 2011 administration.
- ☐ Reduce barriers to on-time graduation through focused and/or accelerated learning opportunities. Provide targeted BAAP students with opportunities beyond the traditional school year to obtain credits for SBEC TEKS-based courses.
- ☐ Ensure that every teacher has a prescriptive professional development plan based on students' needs for accelerated instruction.
- ☐ Decrease Tobacco/Drug and Alcohol use and abuse among students. Implement school-wide strategies to generate high student expectations:
- ☐ Code of Conduct, Student Assistance Plan, Bilingual/ESL and Peer Tutoring, Discipline Management Plan, Dana Center Training, Inclusion, student/staff recognition, and Communities-in-Schools.
- ☐ Offer for credit, a Drug and Truancy Prevention, and Life Skills Building class to targeted students through the Families and Student Together of Southeast Texas. The name is "Reconnecting Families and Youths."
- ☐ Provide compliance education for all BAS and BAAP students. Encourage all BAS and BAAP students to participate in mentoring/cultural exchange activities designed to enhance their ability to function in a diverse society.
- ☐ Provide PLATO, PACE, and Cognitive Tutor/Nova Net software to the campus/local library and Parent Centers so that parents can support their students' achievement by being aware of the program and the technology that comprises major components of test remediation.
- ☐ Invite speakers or guest readers to speak to students. Have a "Crazy Red Hat Contest" and wear your Red Ribbon daily for a week. Invite Law Enforcement or Community Members as Speakers.
- ☐ Make presentation to parents and community-based organizations about BAAP goals and objectives, and expectations; solicit mentors and tutors from the group in attendance.
- ☐ Conduct monthly/quarterly BAAP staff meetings to discuss students' progress, dropout prevention strategies, program implementation, and project effectiveness.
- ☐ Provide access to Cognitive Tutor/Nova Net PACE, and PLATO software for ESL/LEP learners and highly qualified ESL/Bilingual-certified teachers, if needed. Make the learning center accessible after school and on Saturdays.

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

The Paul A. Brown Alternative Education Center and/or the BAAP was not designed to accommodate PreK-6 grade students. This campus is strictly for at-promised secondary students who on the verge of dropping out of school, had stopped-out of school, and are returning to school for their high school diplomas for various reasons (which are not of their making), such as pregnancy, incarceration, dysfunctional family or family/parental hardship, prior school dis-engagement, etc.

**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;**

The Paul A. Brown Alternative Education Center has a new principals and, the governance of this campus is under the leadership of veteran educator with impeccable track record as well as a tremendous experience in campus restructuring and school improvement. The operational flexibility for the Brown's Alternative Academy Project (BAAP) at Brown Alternative School (BAS) has been approved by the Superintendent of Schools and BISD Board of Trustees. Information flow, relative to the selected Intervention Model at BAS, starts from the Superintendent of Schools (as approved by the Board of Trustees) through the Assistant Superintendents for Secondary Schools and Research, Planning, & Evaluation to the District's Shepherd for the BAAP/BAS and the campus leadership. There are also flexible information sharing between the Campus Principal and the Superintendent of Schools as well as between the Principal and the Assistant Superintendents. Project needs and concerns are communicated to the campus-based Campus Education Improvement Committee (CEIC) and BAAP Committee members by the staff members at BAS through the Project Manager. The Superintendent of Schools has granted the principal operational flexibilities in hiring her staff, scheduling classes for students and professional development opportunities for staff, as well as budgetary/spending decision for the full implementation of the selected Intervention Model.

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

On a daily basis, about 150 to 180 students are enrolled at BAS. The operational budget for the school allows at least 25% to 35% of the campus budget for student improvement and success initiatives, which tantamount to on-time graduation/completion, college-readiness, and eventual progressive member of the Texas/national workforce.

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

<b>Critical Success Factor</b>	<b>Milestone</b>	<b>Improvement Activity</b>	<b>Begin Date MM / YY</b>	<b>End Date MM / YY</b>
<b>1</b>	<b>A</b>	Improve Student Achievement in Reading/ELA, Mathematics, Science, and Social Studies. Improve overall student academic performance in Math and Science through the use of mastery of vocabularies in both disciplines.	08/2010	05/2011
	<b>B</b>	Improve the overall student academic performance and college-readiness through the use of weekly 'College-Readiness' Program for all BAS/BAAP students.	09/2010	11/2010
	<b>C</b>	Develop online resource intervention tools that provide students and teachers with regular and reliable diagnostic tools for student placement and remediation.	08/2010	10/2010
<b>2</b>	<b>A</b>	Continue on-going data disaggregation to guide classroom instruction. Engage ALL BAS/BAAP staff in data disaggregation and data-driven decision making to effect data fidelity and integrity, promote student assessment data quality, and guide instructional delivery and practice..	09/2010	11/2011
	<b>B</b>	Continue the use of 'Item Analysis Program' to enhance instructional practice and curriculum alignment and, provide professional development opportunities for all staff.	08/2010	06/2013
	<b>C</b>	Schedule quarterly 'Item Analysis' student performance data analyses by student groups to monitor and guide instruction and curricula.	09/2010	12/2010
<b>3</b>	<b>A</b>	Schedule Principal's Leadership Academy for the newly employed campus principal.	05/2011	07/2011
	<b>B</b>	All instructional faculty and staff at BAS/BAAP will complete staff development in research-based innovations designed to enhance instruction in a diversified classroom with emphasis on increasing/retaining attentiveness, enhance cognition, and foster memory recall.	10/2010	6/2013
	<b>C</b>	Schedule and conduct monthly campus-based staff development on Vertical/Horizontal Teams and Differentiated Instructional Themes.	09/2010	5/2013
<b>4</b>	<b>A</b>	Coordinate accelerated instructional flexibility (through regular and Summer Schools) to allow students to earn credits towards their graduation.	09/2010	04/2013
	<b>B</b>	Schedule weekly Before- and After-School (and Saturday) Tutorials as well as problem solving activities in Reading/ELA, Mathematics, and Science.	09/2010	03/2013
	<b>C</b>	Provide flexible scheduling for all BAS student to accommodate those who cannot attend classes during the regularly schedule class periods.	08/2010	02/2013
<b>5</b>	<b>A</b>	Invite parents/families and community members to attend the "GOAL'S NIGHT" on 9/13/2010 as well as numerous other campus events.	09/2010	06/2013
	<b>B</b>	Schedule "Parent/Community Muster" to discuss the issues at stake for all BAAP students at BAS; and efforts that the campus leadership has taken to revamp these academic failures. Encourage all parents/families and community members to participate in the BAS Goals Night. Invite Parents/families of BAS students at all BAAP functions.	09/2010	03/2013
	<b>C</b>	Schedule monthly community-based organizations' meetings to facilitate accessibility to community services. Form a PTA.	09/2010	05/2013

6	A	Form partnerships with local financial institutions for additional staff incentives. Establish and institute a campus-wide 'Motivational Theme,' which impacts students in a positive way and results in socio-academic development of ALL BAS/BAAP students.	09/2010	03/2011
	B	Create BAS/BAAP Mission and Vision Statements with input from ALL stakeholders (e.g., Parents, Teachers, Staff, local business partners, students, etc.). Establish and schedule extra/co-curricula activities (e.g., Arts & Craft) to attract students into the campus and the College-readiness Program. Develop a campus-based and district supported policy related to student disciplinary infractions in order to promote positive sense of campus affiliation and impart a life-lasting sense of purpose.	08/2010	09/2010
	C	Promote institutional affiliation and positive school climate/structure through the provision of campus-based 'Performance Incentive Awards' that include attendance & academic performance.	08/2010	10/2010
7	A	Visit high performing schools to learn 'Best Practices' in Alternative Education. Establish criteria for the selection of 'Teacher of the Month' at BAS.	01/2011	02/2011
	B	Initiate and support institutional strategies to promote teacher retention, reduce staff attrition, and attract quality instructional faculties to the campus. Offer \$10,000.00 stipends to (NEW) Math & Science teachers who choose to come to BROWN CENTER.	09/2010	01/2011
	C	Schedule monthly on-going job-embedded professional development in the weakest areas (Math & Science). Re-align the campus-based curricula and instruction with the district's.	09/2010	04/2013
<p align="center"><b>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.</b></p>				

# TTIPS Review and Negotiation Criteria for Model Selection and Description Report

TTIPS Staff: *Carla Stewart-Servier*

LEA Name: <i>Beaumont ISD</i>	CD #: <i>123-910</i>
Campus Name: <i>Paul A. Brown</i> <i>Alternative Education Center</i>	Campus Number: <i>123-910-012</i>

## 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