

<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>Raven</b> Organization Name	236801 County-District#
		Raven School Campus Name	001 Campus Number
		9-Digit Vendor ID# <b>105520017110055</b>	31 ESC Region
		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 checked="" 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	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

**Certification and Incorporation**

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

**Authorized Official**

Typed First Name	Initial	Last Name	Title
Bill		Gholson	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
936.344.7235	936.344.7236	bgholson@gctcw.org	

**Only the legally responsible party may sign this application.**

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.

**701-10-112-087**

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

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

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

**Proof of Nonprofit Status**

1

**Required for all open-enrollment charter schools sponsored by a nonprofit organization:**

**Check box to indicate that proof of nonprofit status is attached.** (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)

**Assurance of Financial Stability**

2

**Required for all independent school districts, open-enrollment charter schools, and education service centers:**

**Check box to indicate assurance that audit requirements have been met.** All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.

**Assurance of Submittal of Reviewer Information Form**

3

**Required for all applicants:**

**Check box to indicate assurance that reviewer information form will be submitted.**

All applicants are required to complete the Reviewer Information Form and to submit it online by **Thursday, May 6, 2010**. (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>						
<b>Part 3: Applicant Information</b>						
<b>Local Educational Agency (LEA) Information</b>						
LEA Name						
Raven School						
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
143 Forest Service Road #233				New Waverly	TX	77358
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code		NCES Identification Number
8 008 (td)		074176348		3K4S9		480004808075
Campus Name					County-District Campus Number	
Raven School					236801001	
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
143 Forest Service Road #233				New Waverly	TX	77358
<b>Applicant Contacts</b>						
<b>Primary Contact</b>						
First Name		Initial	Last Name			Title
Dale			Underwood			VP Educational Services
Telephone		Fax		Email		
936.344.7235		936.344.7236		dunderwood@gctcw.org		
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
143 Forest Service Road #233				New Waverly	TX	77358
<b>Secondary Contact</b>						
First Name		Initial	Last Name			Title
Ruthie		Diane	Wood			VP Finance
Telephone		Fax		E-mail		
936.344.7235		936.344.7236		dwood@gctcw.org		
Mailing Address Line - 1		Mailing Address Line - 2		City	State	Zip Code
143 Forest Service Road #233				New Waverly	TX	77358

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**Texas Title I Priority Schools Grant**  
**Schedule #3—Purpose of Amendment**

**Part 1: Schedules Amended (Check all schedules that are being amended.)**

When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.

- |   |  |
|---|--|
| <input type="checkbox"/> Schedule #1—General Information<br><input type="checkbox"/> Schedule #3—Purpose of Amendment<br><input type="checkbox"/> Schedule #4—Program Requirements<br><input type="checkbox"/> Schedule #4A—Program Abstract<br><input type="checkbox"/> Schedule #4B—Program Description<br><input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation<br><input type="checkbox"/> Schedule #4D—Equitable Access and Participation | <input type="checkbox"/> Schedule #5—Program Budget Summary<br><input type="checkbox"/> Schedule #5B—Payroll Costs 6100<br><input type="checkbox"/> Schedule #5C—Travel and Contracted Services 6200<br><input type="checkbox"/> Schedule #5D—Materials 6300<br><input type="checkbox"/> Schedule #5E—Other Direct Costs 6400<br><input type="checkbox"/> Schedule #5F—Capital Assets 6600/15XX (Exclusive of 6619 and 6620) |
|---|--|

**NOTE: The last day to submit an amendment to TEA is 90 days before the ending date of the grant.**

**Part 2: Revision**

Complete this section if you are requesting a change to the budget.

Line No.	Schedule No.	Object Code	Project Budget	B Amount Deleted	C Amount Added	D New Budget
01	5G	6100	\$	\$	\$	\$
02	5G	6200	\$	\$	\$	\$
03	5G	6300	\$	\$	\$	\$
04	5G	6400	\$	\$	\$	\$
05	5G	6600/15XX	\$	\$	\$	\$
06	Total Direct Costs	\$	\$	\$	\$	\$
07	Indirect Cost (      %)		\$	\$	\$	\$
08	Total Costs		\$	\$	\$	\$

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**Texas Title I Priority Schools Grant  
 Schedule #3—Purpose of Amendment**

**Part 3: Reason for Amendment Request.** For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.

- 1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary
- 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.
- 3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #3-5G)
- 4. Increase or decrease in the number of positions budgeted on Schedule #5—Budget Summary
- 5. Addition of a new item of computer hardware/equipment (not capital equipment) provided on Schedule #5C—Supplies and Materials
- 6. Addition of a new item or increase in quantity of capital outlay items (i.e., items costing more than \$5,000) on Schedule #5G—Capital Outlay for articles costing more than \$5,000.
- 7. Addition of a new item of capital equipment (not capital equipment) on Schedule #5C—Supplies and Materials for articles costing less than \$5,000.
- 8. Reduction in the number of positions budgeted for on Schedule #5—Budget Summary
- 9. Addition of a new item of capital equipment (not capital equipment) provided on Schedule #5C—Supplies and Materials
- 10. Change in the number of positions of which there is an associated budget revision requiring prior approval
- 11. Other

**Part 4: Amendment Justification**

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

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**Texas Title I Priority Schools Grant**

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

**Part 1: Grant Program Information;**

**Summary of Program: Purpose and Goals**

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

**Allowable Activities**

**Tier I and Tier II Grantees**

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

**Tier III Grantees**

- Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.
- If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.

The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.

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

**Part 2: Statutory Requirements**

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

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

**Part 2: Statutory Requirements**

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

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

<b>Part 2: Statutory Requirements</b>		
<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. <ol style="list-style-type: none"> <li>a. Any of the required and permissible activities under the transformation model; or</li> <li>b. A new school model (e.g., themed, dual language academy).</li> </ol>	Program Assurances
19	If the LEA/campus selects to implement the school <b>closure model</b> , the campus <b>must</b> implement the following requirement. <ol style="list-style-type: none"> <li>a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> <li>b. A grant for school closure is a one-year grant without the possibility of continued funding.</li> </ol>	Program Assurances
20	If the LEA/campus selects to implement the <b>restart model</b> , the campus <b>must</b> implement the following federal requirements. <ol style="list-style-type: none"> <li>a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>b. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ol>	Program Assurances
21	If the LEA/campus selects to implement the <b>transformation model</b> , the campus <b>must</b> implement the following federal requirements. <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.               <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--                   <ol style="list-style-type: none"> <li>(1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>(2) Are designed and developed with teacher and principal involvement;</li> </ol> </li> <li>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</li> <li>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and</li> </ol> </li> </ol>	Program Assurances

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

**Part 2: Statutory Requirements**

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

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

**Part 2: Statutory Requirements**

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
23	<p>An LEA <b>may</b> also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> <li>(A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;</li> <li>(B) Implement a school wide "response-to-intervention" model;</li> <li>(C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;</li> <li>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</li> <li>(E) In secondary schools--               <ul style="list-style-type: none"> <li>(1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;</li> <li>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</li> <li>(3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</li> <li>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</li> </ul> </li> </ul>	Program Assurances
24	<p>An LEA <b>may</b> also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> <li>(A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;</li> <li>(B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;</li> <li>(C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or</li> <li>(D) Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ul>	Program Assurances

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

**Part 2: Statutory Requirements**

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

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

**Part 3: Statutory Assurances**

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

**Part 4: TEA Program Assurances**

#	TEA Assurance Description
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ul style="list-style-type: none"> <li>a. The Model Selection and Description Report must be submitted to TEA no later than <b>February 1, 2011</b>. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:               <ul style="list-style-type: none"> <li>i. Comprehensive Needs Assessment process.</li> <li>ii. Establish the grant budget by the required categories.</li> <li>iii. Identification and Selection of the intervention model.</li> <li>iv. Development of activities to implement selected intervention model.</li> <li>v. Development of Timeline of Grant Activities.</li> </ul> </li> </ul>

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

**Part 4: TEA Program Assurances**

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

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

**Part 4: TEA Program Assurances**

#	TEA Assurance Description
10	2. Comprehensive instructional reform strategies. <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul> 3. Increasing learning time and creating community-oriented schools. <ul style="list-style-type: none"> <li>A. Establish schedules and strategies that provide increased learning time; and</li> <li>B. Provide ongoing mechanisms for family and community engagement.</li> </ul> 4. Providing operational flexibility and sustained support. <ul style="list-style-type: none"> <li>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</li> <li>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).</li> </ul>
11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- <ul style="list-style-type: none"> <li>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</li> <li>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</li> <li>(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.</li> </ul>
12	An LEA may also implement comprehensive instructional reform strategies, such as-- <ul style="list-style-type: none"> <li>(A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;</li> <li>(B) Implement a school wide "response-to-intervention" model;</li> <li>(C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;</li> <li>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</li> <li>(E) In secondary schools--               <ul style="list-style-type: none"> <li>(1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;</li> <li>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</li> <li>(3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</li> <li>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</li> </ul> </li> </ul>

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

**Part 4: TEA Program Assurances**

#	TEA Assurance Description
13	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> <li>A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;</li> <li>B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;</li> <li>C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or</li> <li>D. Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ul>
14	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--</p> <ul style="list-style-type: none"> <li>A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or</li> <li>B. Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ul>
15	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> <li>a. Number of minutes within the school year.</li> <li>b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.</li> <li>c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)</li> <li>d. College enrollment rates. (High Schools Only)</li> <li>e. Teacher Attendance Rate</li> <li>f. Student Completion Rate</li> <li>g. Student Drop-Out Rate</li> <li>h. Locally developed competencies created to identify teacher strengths/weaknesses</li> <li>i. Types of support offered to teachers</li> <li>j. Types of on-going, job-embedded professional development for teachers</li> <li>k. Types of on-going, job-embedded professional development for administrators</li> <li>l. Strategies to increase parent/community involvement</li> <li>m. Strategies which increase student learning time</li> </ul>

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

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

**Part 1: Grant Eligibility**

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

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

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

**Part 2: Grant Program Summary.** Provide a brief overview of the program you plan to implement on the campus.

Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not.

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

Students are assigned by court-order to the Raven School, a residential facility, and are often multiple years behind in their academic progress. Academic focus centers on students accruing course credits as well as GED prep when a student has an insufficient number of course credits. Average student stay is six to nine months. The Raven School operates as a year-round alternative charter school that has a strong commitment to raise the achievement of students to enable the school to meet state and federal accountability standards.

The campus is currently engaged in an aggressive reform process with the help of a CAM (Campus Administrator Mentor), Campus Improvement Team (CIT), developed Campus Improvement Plan, and the hire of a new principal and two new assistant principals all within the 2009-2010 school year. The principal and administrative team will utilize professional development opportunities and work with with an assigned leadership coach as part of the TTIPS leadership improvement strand.

Intensive intervention will provide extended day, week, and year activities coupled with staff to implement programming. Extended day activities will include bringing in outside service providers such as Sylvan and the Jett Learning Lab to support individualized tutoring by pre/post-testing students and targeting specific academic deficits. Services would include outside providers tutoring students several days each week throughout the three years of the grant. Progress checks through benchmarks will gauge academic growth.

Extended week activities will include staff providing students a setting in which to work on a self-paced tutoring program, GED preparation, and course credit recovery on weekends and holidays when residential activities are limited and students are not engaged in structured activity. An Intensive Summer Program (ISP) was piloted for the past two summers with success, giving students the opportunity to avoid learning regression and enjoy activity and research-based learning in core academics. The Raven School needs to continue this program to provide support for students during the summer months, but lacks the funds to do so. ISP will employ highly qualified teachers from surrounding school districts to work with existing staff and the students using hands-on and researched based curriculum that will have cross-curriculum applications in core content and trade shops.

A District Shepherd, the Vice-President for Educational Services, will oversee the grant, staffing, and programmatic direction to ensure the funds are allocated appropriately and students are kept as the beneficiaries of all activities. A Grant Manager will implement programs and work with LEA and school staff to ensure compliance with the grant and programmatic follow-through. A project Liaison will oversee and run the day-to-day operations of the various extended day, week, and year activities within the grant. External providers will be employed to work with the large number of the student population that will be involved in the extended day as well as the ISP activities.

Professional development will be a key element in the success of intervention activities. The administrative team will meet weekly with the Liaison to address programmatic needs and logistics. The principal and key leaders will seek professional development from an administrative coach. Project leaders will facilitate staff development in differentiated instruction and inclusion to better serve students in extended interventions and add these services to the regular school day.

Certain gaps, weaknesses, and barriers exist that will be addressed by project activities. First, the learning deficiencies of students are varied. Students are court-ordered to the Raven School and often have not attended school for multiple years. Learning levels come in a wide variety calling for interventions at many levels of gaps in academic development. Second, as the Raven School is a year-round residential facility, students typically do not leave the campus. Another barrier is funding for interventions. If sending agencies limit the number of students they send due to local hard economic times, then the Raven School is adversely affected as well. Finally, additional funding for professional development will address the need to improve the overall instructional program at the Raven School. Due to the nature of being a year-round school, school staff can rarely get together in masse. The school works with agencies such as the TYC and TDPRS, and counties throughout the state. As a result, background checks are more stringent than public education and very limiting concerning substitutes for teachers attending professional development. Late evenings and weekends become the best opportunities for staff to meet and workshop together. The District Shepherd will direct grant funds to give staff opportunity to receive needed professional development in collaborative efforts with intervention consultants and coaches.

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

**Part 1: Comprehensive Needs Assessment**

**Section A: Campus Grade Levels**

Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School															0
Open-Enrollment Charter School											292	119	42	3	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>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>*456</b>

• ENROLLMENT CALCULATED FOR 12 MONTH CYCLE

<b>Total Instructional Staff</b>	<b>25</b>
<b>Total Support Staff</b>	<b>9</b>

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

<b>1</b>	Texas Assessment of Knowledge and Skills (TAKS)
<b>2</b>	Performance Based Monitoring Analysis System (PBMAS) reports
<b>3</b>	Benchmark Assessment reports
<b>4</b>	Adequate Yearly Progress (AYP) reports
<b>5</b>	Academic Excellence Indicator System (AEIS) reports
<b>6</b>	Public Education Information Management System (PEIMS)
<b>7</b>	Professional Development and Appraisal System (PDAS) reports
<b>8</b>	Surveys
<b>9</b>	
<b>10</b>	

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

**Part 1: Comprehensive Needs Assessment Cont.**

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

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

**LEA Identified Needs:** The Raven School is the only school within Gulf Coast Trade Center (GCTC). As an alternative high school for court-adjudicated youth in a residential facility, the school and GCTC work in tandem to accomplish success for students. Decisions are data driven and viewed from more than just an academic silhouette. GCTC support staff meets weekly with school administration to discuss student behavioral issues, programmatic and scheduling concerns, and a host of compliance and best practice needs. GCTC administration includes the Vice President for Educational Services (the District Shepherd) and identifies more than just academic needs based on intake data from sending agencies. GCTC offers trade skills for students and an after-care program to place former students on job sites. Student information on percentage of recidivism in delinquency, data from job developers, and information from probation officers and social workers is considered by administrators. Academic data from the state is included in overarching programmatic deliberations.

**TEA Identified Needs:** Due to an Academically Unacceptable rating in the 2008-09, year a Campus Improvement Team was formed. At the same time the campus entered into Stage 1, Year 1 of the School Improvement Program based on missing federal Adequate Yearly Progress (AYP) standards and a Campus Administrative Mentor (CAM) was assigned to the Raven School. A Campus Improvement Needs Assessment (CINA) and a School Improvement Plan (SIP) were written with the guidance of the CAM and CIT along with the principal and SBDM. The campus and district administrators adhered to the guidance in both plans as an aggressive corrective action.

In the spring of 2009-10, new administration came to the Raven School and began a review of certification/highly qualified (HQ) status of all staff. All present staff who have not completed certification will be placed on specific deficiency plans with timelines for completion. Administrators sift applications and present those most qualified to an interview team consisting of an academic teacher, CATE teacher, and administrator. In interviews and reference checks, certification status is obtained and HQ status is verified.

**Students' Identified Needs:** When students are admitted to GCTC a request for records is initiated. Often students have not attended school for one or more years and multiple schools are solicited to get the student's academic status. Former TAKS tests and special needs diagnostic information (if any exists) is gathered. This data presents an individualized picture with which to plan for success. Academic and CATE teachers meet concerning each student to work across curriculum to address student learning deficiencies. ARD's LPAC's, §504 meetings and general teacher meetings are held to identify and build individualized academic plans for students.

**Campus Identified Needs:** As a court-adjudicated residential facility, there are court-ordered limitations to contact with parents of students. Students are sent to GCTC by county judges, the Department of Family and Regulatory Services, and the Texas Youth Commission. As such, the State of Texas through parole officers (POs) and Child Protective Services caseworkers becomes the legal guardian during the time students are enrolled at the Raven School. Education staff communicate regularly with caseworkers individually assigned to students. Parents are called during ARD meetings. Correspondence is sent by mail to families or through the PO. Even community members who serve on the Site Based Decision Making Committee (SBDM) and surrogate parents must pass a rigorous background check in order to have access to students. As a result, the Raven School has a very structured approach to parental involvement, seeking to involve and get input from the PO in informative ways.

An SBDM composed of teaching staff, community, and administration meets bi-weekly to review data and disseminate information to staff. Once students are in the school, periodic benchmark tests and diagnostic tutoring are used as formative measures to ascertain how students are progressing toward personal education goals. State assessment result (ex: TAKS) are reviewed as a summative measure to determine how far a student has progressed.

On a larger scale, the Academic Excellence Indicator System (AEIS), Performance Based Monitoring Assessment System (PBMAS), NCLB Adequate Yearly Progress (AYP) and TAKS test results are reviewed to determine campus shortfall areas that need to be addressed. These reviews happen in faculty meetings of teachers, instructional aides, and administrators with areas of concern pointed out and analyzed before forwarding to members of the SBDM for documentation to address in the CIP. In addition, blind surveys to ascertain staff climate, student safety and walk-through safety audits by outside service providers are conducted annually.

Campus needs are identified through data review with staff and follow-up discussions and documented in the CIP. Counsel is frequently sought from outside service providers, the CAM, CIT, and other education consultants concerning best practices to address campus needs. Discussion with teachers concerning best practices ensues and support services from the library, IT, counselor, social workers, and residential staff are polled for input on how best to address campus needs. Various teachers will be coupled with administrators to form leadership teams tasked with coming up with the process and accomplishing implementation of interventions. Our goal will be to have multiple leadership teams to encourage widespread teacher leadership rather than the limitation of just a few developing these skills.

Finally, in a recent effort to encourage leadership skills, students will be selected (via the level system utilized at GCTC to determine student success in personal behavioral management) by staff to participate as representatives of the student body to form a student council. These students will have on-going discussions with faculty leadership teams as a voice for students' perceived needs and act as information disseminators to the student body as a whole.

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

**Part 1: Comprehensive Needs Assessment Cont.**

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

<b>1</b>	President and administrators from various parts of the LEA (i.e., residential community services)
<b>2</b>	Sit Based Decision Making Team
<b>3</b>	GCTC Social workers
<b>4</b>	Education Service Center 6
<b>5</b>	Student Council
<b>6</b>	Parole officers and CPS caseworkers (acting as guardians for the State of Texas)
<b>7</b>	Texas Youth Commission On-site Officer
<b>8</b>	New Waverly ISD Special Education Director
<b>9</b>	
<b>10</b>	

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

**Part 2: Project Management**

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

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

The Gulf Coast Trade Center (GCTC) has only one campus, the Raven School. As a residential facility, GCTC can comfortably bed over 180 students. Dorms are staffed at a one-to-eight staff to resident ratio. An administration complex offices human resources and financial support services, a family life center designed for family visitation and also offices residential administration, after care and community services, as well as substance abuse counselors. The cafeteria and its staff comfortably seat all students and have an adjacent set of offices for social workers. A full court gym, weight room, olympic-size pool, football field, volleyball courts, and softball field are also available to students. School facilities include a library, computer lab, nine CATE classrooms, academic classrooms and an administration building. GCTC is equipped with wireless internet and three mobile lab carts with a total of 45 laptops available for differentiated instruction. GCTC and the Raven School are located together on over 50 acres surrounded by the Sam Houston National Forest. All of the facilities and resources mentioned are allocated for the purpose of providing support services to the students attending the Raven School.

In the spring of 2010, a new school principal and two assistant principals were hired as part of GCTC's aggressive transformational effort and corrective actions. Professional development of all educational staff began in November, 2009 as part of the School Improvement Program – Academy (SIP-A) and continues throughout the summer months toward the programmatic shift to differentiated instruction. Laptops and self-paced software designed to deliver individualized instruction were also purchased in May, 2010. In addition, professional development toward total inclusion for students with special needs was initiated in May, 2010 with more to follow in the summer months. Since the Raven School has a year-round schedule, TTIPS grant funds will be used to financially support giving teachers and administration time to meet and dialogue professional development effort on periodic weekends throughout the life of the grant.

These programmatic changes will create the support needed to accomplish extended day, week, and year activities that will be provided through grant funds. Further, the additional funding will allow staff to continue receiving much needed intensive professional development at least two times each year over the next three years of the grant. Adequate staff is already in place to allow substitutes for teachers and administration to attend off campus and on-site workshops for the professional development needed to satisfy grant requirements. Grant funding will allow staff to purchase needed materials for professional development discussion groups throughout the grant, and GCTC facilities presently allow for conference rooms in which to do so. Staff hired for the Intensive Summer Program will work with present staff. Since January, 2010, GCTC staff has met monthly with Raven school teachers, school administration, National Forest Service staff, and adjunct ISP staff for the purpose of planning the ISP curriculum and thematic activities. Grant funds for the next three years will ensure that staff continued to be hired and instructional materials are available for upcoming ISPs.

The Grant Manager and District Shepherd have been given authority to utilize facilities and staff as needed to accomplish these intervention efforts. Using grant funds to staff these intervention efforts, highly qualified teachers and highly qualified external service providers will deliver tutorials and the self-paced instruction to students.

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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.

The president of GCTC along with the Vice President of Educational Services, the District Shepherd, corresponded with Board members in the spring of 2010 and then met with them in a public hearing/Board meeting in May, 2010. Board members and community guests were given an overview of the grant and the model that was a best fit for the Raven School. These stakeholders were also given program particulars including the various extended day, week, weekend, and year activities to take place using grant funds. Responses were positive and a question and answer time was given to explain the benefits of the program for students.

Multiple groups of stakeholders provided input:

- Through monthly general school staff meetings in April and May of 2010, the principal overviewed the grant with educators. A recent survey of all intervention efforts was answered by teaching staff. In the survey, educators recognized the value of extended time interventions and what they can accomplish for our students.
- A more detailed look at the grant took place in the same months in bi-weekly Site Based Decision Making (SBDM) meetings. Stakeholders in the SBDM include a community member, teachers, and school administrators.
- In addition, bi-weekly GCTC administrative meetings are held to discuss various needs and issues of the LEA. GCTC administrators who have no direct education duties have been informed of the impending grant. Residential administration, in particular, recognized the value of how extended time interventions would be beneficial to students.
- Last, staff conducted informal meetings with students to gauge interest and to help students to see the value of getting all of the help they can to be successful. Once the student council begins meeting, administrators will work with these student leaders to use a positive peer culture to encourage widespread participation and develop incentives for participation.

Parole officers operate as agents of the State and these youth are wards of the state while at GCTC. Parole officers (PO's) work *in loco parentis* and will continually receive written information regarding the transformation model and the activities planned once the grant is approved. POs may represent only one child in the program while some POs have several students in their charge. This process of informing parole officers has already begun to take place through involving caseworkers who meet minimally on a monthly basis with POs. Some POs make more frequent visits to check on students. School administrators have opened dialogue with these individuals.

With the exception of talking with students, the four models presented in the grant were discussed with each set of stakeholders. All agreed that the transformation model was the best fit for the Raven School and endorsed the initiatives in process or planned.

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

**Part 2: Project Management Cont.**

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

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

GCTC administrators fully support the Raven School's TTIPS grant proposal. The President of the agency, who also serves as Superintendent of the school, has been an active participant in planning meetings and entirely endorses the proposed initiatives. The VP for Education Services has decision making authority related to project initiatives.

Where scheduling is concerned, other parts within the agency have agreed to work with extended time programming so that students are able to maximize the instruction time they are given. For example, residential services staff has agreed to be flexible in their weekend schedule so that students are not missing out on recreational sports in order to come to tutoring. Caseworkers are encouraging students to participate.

GCTC administration have agreed to allow and pay for substitutes when teacher leaders must be absent from the classroom for professional development. Further, facility usage is encouraged throughout the LEA for the purpose of professional development. The IT department has video conferencing and webinar capability and is ready for on-line coursework.

The Raven School will contract with an experienced external Grant Manager to assure that project initiatives are implemented in a timely manner and according to the proposed timeline.

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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).

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

The Raven School has received and effectively managed funds from a variety of federal and state sources since the school opened in 1998. The campus has consistently received the highest ratings of fiscal audits offered by the Texas Education Agency. The Vice President for Finance serves as the business manager for the school as well as managing the entire agency budget in excess of \$11 million. Currently the school receives NCLB Title I Part A, Title I Part D, Title II, Special Education, Title I School Improvement Program, Title I School Improvement Program Academy, Title XIV State Fiscal Stabilization Funds, various ARRA/Stimulus funds, and a variety of discretionary grants, and local funds. All fiscal and physical resources will be aligned to support full implementation of the TTIPS proposed initiatives.

The LEA has one more year of Title AARA funds to utilize for teacher quality recruitment, retention and certification. As some teachers complete highly qualified plans, extended day funding through the grant will allow these teachers to finish night classes while highly qualified staff come aboard to work with students beyond the regular school day. In addition, support instructional salaries have been derived from this funding source, which will compliment the first year of the grant extended service delivery by keeping student to staff ratios down. In fact, other educator salaries are also funded from AARA IDEA funds as well as non-AARA Title funds. A number of contracted services are already brought in through various funding sources: AARA Title 1 Part A; AARA Title 1, Part D; Title 1, Part A, IDEA, and Title D, Part 2. Programmatically, these funding sources require that the staff paid through them work with at-risk and/or students with special needs. In turn, staff working with these students are able to communicate with those tutoring to provide knowledge concerning student deficits. Contracted external provider services will also continue from Title and IDEA funding sources as grant funds allow other external providers to take on supplemental tutoring and extended time interventions.

State Compensatory Education funds not only support salaries of teacher and instructional aides for at-risk youth at GCTC, but these funds are also used to contract Education Service Center 6 with curriculum tools and on-line professional development. As the grant calls for on-line coursework, these programs and their funding sources compliment the professional development efforts of the grant. Local funds are used primarily to pay salaries of educators. Time will be given to teachers during the school day for schedule on a regular basis to discuss pedagogic issues. Teacher leaders will be given the tools necessary to be able to observe and help other teachers to grow professionally.

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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).

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

The Raven School will contract with a veteran educator and grant manager for Grant Project Manager responsibilities. She has a Master's degree and multiple Texas certifications, including Mid-Management, and over 40 years of experience in Texas public school work - more than 20 years in the classroom at all levels PK-Adult, Counselor, Director of Federal Programs, Grant Writer, and Assistant Superintendent. Since retiring she has continued working as an external consultant with low performing schools, those that miss federal and/or state accountability standards. In various capacities, she developed grant proposals, managed implementation of funded projects, and completed reporting to funding agencies in a timely manner as required. She developed and/or managed budgets that ranged from a few thousand dollars to over one million dollars and consistently met programmatic standards and requirements. Projects that she managed include federal ESEA and NCLB programs, various technology initiatives, State Compensatory Education, gifted education, bilingual/ESL education, CATE (Career & Technology Education), and a variety of discretionary funded programs.

The Grant Project Manager has worked with the Raven School for the past two years as an External Campus Improvement Team member. In that capacity, she has developed insights into the complex operations of the entire agency and has worked with internal systems to implement the changes recommended by the CIT. It will be these insights and experiences that will enhance effective project implementation.

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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).

**LEA Support** – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.

Gulf Coast Trades Center has committed to assign the role of District Shepherd to the Vice President of Educational Services, whose duties presently include dissemination of information concerning the nature of the grant to the President of the Gulf Coast Trades Center, the Board of the LEA, and the Raven School staff. The choice to make the District Shepherd the Vice President of Educational Services was based on several factors:

- 1) This position would clear the way for authorization of all programming efforts as the VP of Education Services reports directly to the President of GCTC,
- 2) The VP of Education Services is authorized to appropriate funds and coordinate fiscal efforts with the LEA and the campus,
- 3) The VP assisted with the development of project proposals and is knowledgeable concerning intervention efforts within the framework of the transformation model,
- 4) The VP works with school administration and teaching staff daily to ensure program success.

In short, the District Shepherd will have contact with the president of GCTC and school administration, fiscal decision making authority, and programmatic contact with school staff to move the interventions and professional development forward toward program implementation in the fall of 2010.

The District Shepherd is the Vice President of Educational Services/Principal. The VP of Educational Services holds a Masters Degree in Education and is completing the Ed.D. program in educational leadership at Sam Houston State University. In addition, he has been a principal for 13 years at elementary and secondary schools after teaching for a number of years. He has a background as a Director of Federal and State Programs and has written grants both small and large and understands the value of meeting timelines, remaining fiscally accountable, and making programmatic decisions that benefit at-risk youth.

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

**Part 2: Project Management Cont.**

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

The Raven School will continue campus reforms after grant funding has ended based on the intensive professional development and the sustainment of professional learning communities and leadership teams. The transformational moves in educational programming coupled with teachers empowered with leadership skills will have changed the landscape of how services are delivered to students.

New school administration (new principal and assistant principals) has already begun providing the leadership direction needed to move the school in a transformational direction. Utilizing the Vice President of Educational Services as the District Shepherd for the next three years of the grant will ensure that a process for long-term commitment to interventions for students is commonplace.

New funding sources will need to be sought out as the grant comes to a conclusion in order for programming interventions to remain in motion.

The strategic intent of the Raven School TTIPS transformation proposal is to transform the chronically low performing school and to close the achievement gaps among student groups. With that in mind the district is poised to lengthen the school hour, teacher time, and implement rigorous tutorials. The district is committed to finding resources through Title 1, foundations matching grants and other resources to support this new direction in the bid to transform itself into a place where students learn, feel safe and valued, and can develop relationships with their educators.

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Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

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

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

School administrators will work with the Grant Manager and District Shepherd to facilitate the processes governed by state and federal law to ensure best practices and a level playing field, as well as fair and equitable treatment for all suppliers. Through this synergistic effort, both the Supplier and GCTC will benefit from working as business partners. In other words, the right products and services, at the right cost, from the right Supplier, to the right location, at the right time, every time. The District Shepherd has the authority to commit district funds for the acquisition of goods and services.

Minority and women business enterprises (M/WBE) program: GCTC, in keeping with its high standards, good business practices and fiduciary responsibility as a taxpayer supported public entity, continually strives to ensure that all Suppliers have the opportunity to support GCTC, and is committed to providing equal procurement opportunities to MWBE Suppliers. GCTC defines M/WBE Suppliers as a business enterprise that is at least 51% owned, operated, managed, and controlled by one or more members of the following socially or economically disadvantaged groups: African Americans, Hispanic Americans, Asian/Pacific Island Americans, native American Indians (American Indians, Eskimos, Aleuts, and native Hawaiians), and non-minority women. GCTC's minimum MWBE goal is 20% of all purchasing and construction, and 25% for professional services.

The Raven School is a Stage 1 campus in its second year. As such, the school works with external service providers that for the last year it has selected to help with student interventions, and who have proven to themselves to be productive. The service providers have assisted in tutoring interventions on an extended day and extended week basis through the use of local funds.

External service providers go through a stringent screening process. Such providers must have a proven record of success in other educational settings over time. References are required from service providers from schools with which they have worked, including the names of campus administrators. Second, each employee of the service provider that will have contact with students at the Raven School must go through a background fingerprint check spanning up to two decades for criminal background along with reference checks.

The Raven School will also review the list of external service providers listed by the Texas Education Agency (TEA) to check if providers on TEA's list are located near the LEA and how the performance track record and fiscal commitment compares to current service providers.

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Schedule #4B—Program Description**

**Part 2: Project Management Cont.**

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

**Site Visits** – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.



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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).

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

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

**Part 3: Intervention Model**

**Section A: Intervention Model Selection Process**

**Intervention Model to be Implemented** – Indicate the model(s) being *considered* by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.

- Turnaround
  - Closure
  - Restart
  - Transformation
  - Tier III Modified Transformation
  - TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center
  - Supplemental Education Services (SES) incorporated into the intervention model
- Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.*
- The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

**Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page**

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

**Part 3: Intervention Model**

**Section B: Model Selection Process** –Describe in detail:

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

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

**Selected Model**

In consideration to participate in the TTIPS grant, Gulf Coast Trades Center (GCTC) administration reviewed the four models available to the Raven School to determine which model is a best fit. The 'Restart' model was eliminated from consideration due to the fact that the Raven School is an existing charter school and conversion is not necessary. The 'Closure' model, which calls for closing the school and transferring students to another school was dropped from consideration due to the fact that the LEA has only one school, the Raven School. The 'Turnaround' model was considered but was not as good a fit as the 'Transformation' model due to the undesirability of not rehiring up to 50% of the staff. This was seen as not necessary as the school had achieved an 'Academically Acceptable' status according to Texas Education Agency standards by achieving satisfactory performance in state assessments in the 2008-09 year following a the low performing 2007-08 school year (Raven School AEIS Indicators, 2008 & 2009). Through process of elimination, the 'Transformation' model was concluded to be the best fit in part because aggressive reform efforts were already under way through the hiring of new school administration in January and February of 2010. A new principal and two assistant principals were hired during this time.

Of further interest to GCTC is that the Transformation model calls for the implementation of schoolwide Positive Behavioral Interventions and Support (PBIS) interventions. GCTC actively employs Positive Peer Culture (PPC), a therapeutic PBIS treatment, in which all Raven School staff receive annual training, and in which all new staff are initially trained as a staff orientation before working with students. PPC is a systemic initiative used by the school and supported by GCTC caseworkers and residential staff. PPC is designed to help students have a positive experience with adults even when experiencing negative results from an unwise choice. Student leadership is daily encouraged through helping youth to understand how they can be a positive peer to influence those around them. The greatest learning curve for students is to see their choices with consequences and rewards attached and consider their actions before taking them. Group workers conduct daily PPC sessions immediately following each school day. PPC will be employed as the primary step in in the PBIS process in dealing with student mis-behaviors.

These facts and the types of models were shared with the Site Based Decision Making (SBDM) team by school administration as well as with the staff at large in the spring of 2010. A programmatic review was conducted by the Vice President (VP) of Educational Services involving the educational staff, school administration and the SBDM including a comprehensive needs assessment using data from NCLB Adequate Yearly Progress (AYP, 2008 & 2009), state assessment results (TAKS tests from 2008 & 2009) from the Academic Excellence Indicator System (AEIS 2008 & 2009) reports, Performance Based Monitoring Assessment System (PBMAS, 2008 & 2009) and student/staff climate surveys.

Needs were identified. The Raven School serves 9-12<sup>th</sup> grades, but most students, regardless of age at entry operate at a ninth grade level or have only enough credits to qualify them as ninth graders. Ages of students range from 15 to 18 years. A higher than average number of students with special education needs in their portfolio is assigned to the school. Many do not have an attendance record of being in school for one or more years indicating regression and/or a lack of sufficient basic skills in mathematics and language arts. In addition, a large number of students have a history of substance abuse and still others are in need of some form of counseling. As well, professional development was identified a must for staff and administration to address the vast array of student needs.

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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).

It was concluded that due to the nature of the types of educational deficits students brought with them when they came to GCTC that two comprehensive instructional programs were needed immediately. Differentiated instruction would allow students to receive individualized instruction beginning from the grade functioning level they came to the school as shown on entry diagnostics and scores from previous schools (Tomlinson, C., & McTighe, J. (2006). Integrating Differentiated Instruction: Understanding by Design). Inclusion would allow students to receive instruction in the regular education classroom while support teachers and aides were present to assist the regular education teacher with instruction delivery (Foreman, P. (2008). Action for Inclusion, 2<sup>nd</sup> Ed.). It was agreed by staff and administration that professional development was needed for proper implementation. Teachers need professional development in order to plan and deliver effective instruction for at risk students. Administrators need professional development to further develop effective leadership knowledge and skills.

**Timeline of implementation for professional development**

**Pre-work; Spring & Summer, 2010-** The LEA District Shepherd is the VP of Educational Services and has already networked with the LEA and campus stakeholders. Community partners have been identified and include participants in the SBDM, parole officers, Texas Youth Commission (TYC) liaisons and Child Protective Services (CPS) caseworkers. Teacher leaders will be identified in the summer weekend professional development retreat to be held in July, 2010. Professional development is already in motion to begin redesign through differentiated instruction and inclusion. Campus meetings with staff, the SBDM team, and campus administration in April and May have paved the way for a more in-depth discussion and the reassignment of staff in the summer months so instructional delivery begins in August, 2010. In addition, computer technology and self-paced software and site licenses have been purchased to assist with program delivery. The campus principal will attend the summer seminar in July. A plan is already in place to recruit and train highly qualified staff. The first 90-day TTIPS action plan will be written in August for the months of September through November, 2010.

**Fall 1, 2010-** The Raven School will have begun the programmatic shift and continue refining the process throughout the life of the grant. Leadership teams will be in place from selections made in July and August, 2010. Teacher leaders will collect observation data which will guide continued professional development and student interventions. Leadership coaching begins and leadership teams meet and implement guidance in professional development and student interventions. PBS interventions continue with behavioral reviews in October. A review of progress from the first 90-day plan will take place in leadership team meetings in November, 2010. A new 90-day action plan will be written in December, 2010 and reviewed by leadership team meetings in February, 2011.

**Spring 1, 2011-** Targeted professional development continues. Behavioral data will be reviewed to gauge the success of PBS interventions in January and April, and corrective steps taken as needed. Similarly, in March, 2011 a new 90-day action plan will be written and reviewed by leadership teams in May, 2011. New needs assessment data will be collected using assessment data mentioned in earlier data collection (see first paragraph), analyzed by staff and disseminated through the SBDM. The developing Campus Improvement Plan (CIP) will reflect identified needs which will be shared by the district Shepherd with the GCTC administration team and Board members.

**Summer 1, 2011-** Targeted professional development continues. Behavioral data will be reviewed to gauge the success of PBS interventions in July, and corrective steps taken as needed. A new 90-day action plan will be written in June, 2011 and reviewed in leadership team meetings in August. The summer seminar will be attended by the leadership team followed by the District Shepherd and/or principal attending the NSDC conference. The needs assessment and CIP will be reviewed for final draft before dissemination to community and GCTC stakeholders.

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**Part 3: Intervention Model**

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

**Fall 2, 2011-** Targeted professional development continues. Behavioral data will be reviewed to gauge the success of PBS interventions in September and November, and corrective steps taken as needed. A new 90-day action plan will be written in September, 2011 and reviewed by leadership team meetings in November. Action research projects begin. A new 90-day action plan will be written in December, 2011 and reviewed by leadership team meetings in February, 2012.

**Spring 2, 2012-** Targeted professional development continues. Behavioral data will be reviewed to gauge the success of PBS interventions in January and April, and corrective steps taken as needed. Similarly, in March, 2012 a new 90-day action plan will be written and reviewed by leadership teams in May. New needs assessment data will be collected using assessment data mentioned in earlier data collection (see first paragraph), analyzed by staff and disseminated through the SBDM. The developing Campus Improvement Plan (CIP) will reflect identified needs which will be shared by the district shepherd with GTC administration and Board members. Teacher leaders will collect data on action research projects.

**Summer 2, 2012-** Targeted professional development continues. Behavioral data will be reviewed to gauge the success of PBS interventions in July, and corrective steps taken as needed. A new 90-day action plan will be written in June, 2012 and reviewed by leadership team meetings in August. Initial findings from action research will be presented to staff and administration by teacher-leaders. An intense data review and process evaluation will be conducted. The summer seminar will be attended by the leadership team.

**Fall 3, 2012-** Targeted professional development continues. Behavioral data will be reviewed to gauge the success of PBS interventions in September and November, and corrective steps taken as needed. A new 90-day action plan will be written in September, 2012 and reviewed by leadership team meetings in November. Action research projects will be shared and discussions with staff held.

**Spring 3, 2013-** Targeted professional development continues. Behavioral data will be reviewed to gauge the success of PBS interventions in January and April, 2013, and corrective steps taken as needed. A new 90-day action plan will be written in December, 2012 and reviewed by leadership team meetings in February, 2013. Similarly, in March a new 90-day action plan will be written and reviewed by leadership teams in May. New needs assessment data will be collected using assessment data mentioned in earlier data collection (see first paragraph), analyzed by staff and disseminated through the SBDM. The developing Campus Improvement Plan (CIP) will reflect identified needs which will be shared by the District Shepherd with GTC administration and Board members. Teacher leaders will organize action research projects into report form.

**Summer 3, 2013-** Targeted professional development continues. Behavioral data will be reviewed to gauge the success of PBS interventions in July, 2013, and corrective steps taken as needed. A new 90-day action plan will be written in June, 2013 and reviewed by leadership team meetings in August. Action research will be shared with GTC and community stakeholders. A sustainability plan will be developed to continue the use of teacher-leaders as instructional resources and the use of 90-day action plans.

**Timeline of Implementation for Extended Supplemental Interventions**

-Extended day services would begin September 2010 and continue through May 2011, correspondingly September 2011 through May 2012, and September 2012 through May 2013. Steps to implementation include screening external service providers to determine if a better quality of service provider is viable than who we have used in the past year.

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**Part 3: Intervention Model**

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

Research would be conducted in July with employment contract concluded in August and services to begin in September, 2010. And run each year through the life of the grant. Background checks would be conducted on external service provider staff in August for clearance to work in September. Schedule work would be conducted to include the extended day services in the schedule in the months of August and May.

-Extended weekend services would begin August, 2010 and continue each year through the life of the grant. Steps to implementation include screening GCTC and Raven School staff for job positions in July with services to begin in August, 2010 and continue on weekends throughout the life of the grant with the exception of holidays. If a shortage of staff occurs, external service providers would be sought in July, 2010 of highly qualified teachers from surrounding school districts with a demonstrated ability to work with troubled youth.

-Extended year includes holidays and would take place each year in the life of the grant on days that the school is closed (Good Friday, Labor Day, Friday after Thanksgiving, Christmas eve, New Year's Day, etc.). Steps to implementation include a calendar review to have set dates for services on holidays when the school is closed and the GCTC continues to house students. Solicit staff to have on site on these days and provide tutorial, self-paced credit recovery and GED prep services. If a shortage of staff occurs, solicit external service providers in July, 2010 of highly qualified teachers from surrounding school districts with a demonstrated ability to work with troubled youth.

-The Intensive Summer Program is the other extended year piece taking place in the summers of 2011, 2012, and 2013. ISP takes place two weeks in June and two weeks in July. Steps to implementation will include monthly meetings beginning in January of each year throughout the life of the grant including the National Forest Service, external service providers, and Raven School staff representatives and administration. In April of each year, the thematic units of the ISP will be given to all instructors. In May of each year, lesson plans will be completed and submitted for school administrative approval. Any building projects required for ISP will be constructed in separate parts (built in trade shops) but not assembled, enabling students to have ready-made parts for hands-on projects during ISP. In addition, class instructional materials and supplies will be ordered in April for arrival and inventory in May of each year. Laptops and self-paced software already purchased by the Raven School will be utilized for tutoring, self-paced credit recovery, and GED prep during each ISP throughout the life of the grant.

-Any external service providers will be expected to be familiar with differentiated instruction and be briefed on schedule expectations.

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

<b>1</b>	Superintendent
<b>2</b>	Agency Administrators
<b>3</b>	Campus Administrators
<b>4</b>	Teachers
<b>5</b>	Residential/Social Services Staff
<b>6</b>	Students
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	

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**Section D: Improvement Activities and Timeline**

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

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

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

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**Part 3: Intervention Model**

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

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1 a, b, c	Improve Student Achievement in core academic content areas including English Language Arts, Mathematics, and Science: <ul style="list-style-type: none"> <li>• Implement research based aligned curriculum</li> <li>• Develop local instructional and assessment calendar/timeline</li> <li>• Review student progress every 3 weeks in order to reassess/adjust instructional plans</li> </ul>	To ensure that instruction is aligned with standards and benchmarks	Center on Innovation and Improvement	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
1 a	Provide intensive summer program to promote academic readiness for at risk students	To supplement implementation of research based aligned curriculum and to promote student readiness for rigorous academic coursework	Rocha, E. (2008) Expanded learning time in action.	8.31.10 7.1.11 7.1.12	6.30.11 6.30.12 6.30.13

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**Part 3: Intervention Model**

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

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2 a, b, c	Conduct professional development for academic and support staff on data disaggregation and data driven decision making at least two times each year	To ensure that all staff understand the impact and the process of using data to drive instruction	Johnson, R. (2002) <i>Using Data to Close the Achievement Gap</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
2 c	Conduct monthly site based decision making committee meetings to review progress on meeting project goals and to address any needed revisions	To ensure that all staff understand the impact and the process of using data to drive instruction	DuFour (2006) <i>Learning by Doing</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
2 b	Develop local assessment plan to measure student academic progress every 3 weeks	To ensure that all staff understand the impact and the process of using data to drive instruction	DuFour (2006) <i>Learning by Doing</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
2 c	Conduct meetings with teachers every 3 weeks to review student data and to revise and/or develop instructional plans based on the data	To ensure that all staff understand the impact and the process of using data to drive instruction	DuFour (2006) <i>Learning by Doing</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13

Add additional pages as needed.

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**Part 3: Intervention Model**

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

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3 a	Provide on-going job embedded professional development for administrative team during regularly scheduled weekly meetings (book studies, leadership academy, leadership coach)	To provide consistent on-going professional development for leadership team	Waters & Cameron (2007) <i>The balanced leadership framework</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
3 a, b, c	Conduct weekly meetings among school leadership and other agency administrators – provide principal with opportunity for seeking input and to allow operational flexibility in project implementation	To coordinate agency resources and assure effective communication	Waters & Cameron (2007) <i>The balanced leadership framework</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
3 a, b c	Conduct weekly leadership team meetings to review project data and progress	To provide consistent on-going professional development for leadership team	Waters & Cameron (2007) <i>The balanced leadership framework</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
3 a, b, c	Develop local process to evaluate leadership effectiveness	To assess effective leadership strategies	Waters & Cameron (2007) <i>The balanced leadership framework</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
3 a	Conduct annual leadership planning institute	To develop common leadership vision and implementation process	Waters & Cameron (2007) <i>The balanced leadership framework</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13

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

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4 a, b, c	Develop local instructional and assessment calendar/timeline	To assure an intensive plan for instruction so that students achieve significant gains	DuFour (2006) <i>Learning by Doing</i> "Turning around chronically low performing schools" IES Practice Guide, (2008) USDE	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
4 a, b	Provide extended day tutorial sessions for students	To provide timely and targeted intervention for students in danger of failing or dropping out	Rocha, E. (2008) Expanded learning time in action.	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
4 a, b	Provide extended week and extended year/holiday credit recovery and/or GED preparation	To provide timely and targeted intervention for students in danger of failing or dropping out	Rocha, E. (2008) Expanded learning time in action.	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
4 b	Develop individual plans for each student with academic and credit attainment goals	To provide timely and targeted intervention for students in danger of failing or dropping out	National Center on Time and Learning	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
4 b, c	Conduct PLC weekly meetings that include a focus on incorporating content objectives across the curriculum (i.e. teaching math, science, ELA concepts in CTE classes, etc.)	To make certain that teachers clarify: 1. What do we want students to learn? 2. How will we know they have learned it? 3. What will we do when they don't?	DuFour (2006) <i>Learning by Doing</i> "Turning around chronically low performing schools" IES Practice Guide, (2008) USDE	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
4 b, c	Provide professional development institute twice each year for instructional and support staff based on currently identified needs and designed to strengthen: <ul style="list-style-type: none"> <li>• Effective instruction</li> <li>• Differentiated instruction</li> <li>• Inclusion strategies</li> <li>• Assessment</li> <li>• Use of Data</li> <li>• Teambuilding</li> </ul>	To supplement implementation of research based aligned curriculum and to better equip staff for working with students identified as being at risk of dropping out of school and to effectively implement project initiatives	Center for Applied Research and Education Improvement	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13

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

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

**NOTE:** The Raven School is a residential facility for adjudicated youth. When students arrive at the center, they are accompanied by an officer of the court and in the custody of an agency of the state or local county government. In most cases, the student's and Raven school staff's contact with the student's family is limited or prohibited due to judicial decree. Therefore, the student's 'family' is represented by the assigned case worker and/or the probation officer (*in loco parentis*). School staff members maintain regular contact with each student's caseworker and/or probation officer.

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 a, b, c	Implement a systematic reporting process for reporting students' progress and/or needs to each caseworker on a six week cycle to coincide with the school assessment process	To assure that support staff are aware of student's academic needs and progress toward meeting goals	Shaffer (2006) "Student Support Services."	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
5 a, b	Provide a school 'open house' type of event for residential staff at least twice each year to reinforce 'school - home/residence' communication	To assist residential staff to understand academic expectations and how they might support continued growth	Shaffer (2006) "Student Support Services."	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13

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

**NOTE: Attendance is not an issue for the Raven School since students reside on-site and compulsory attendance is a requirement of their placement at the agency. Positive Peer Culture (PPC) is used throughout the school and LEA as a tool to encourage teens to take responsibility for good decision-making and developing leadership skills. Extracurricular activities are often incentives for students to maintain high levels and are used by students to encourage each other toward participation.**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6 a, b	Infuse professional development with a team building strand of activities to reinforce a positive climate	To make certain that staff understand and effectively implement campus behavior standards designed to support student's positive choices	Character Education Partnership (2010) <i>What Works in Character Education</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
6 a, b, c	Implement a positive behavior support system to maintain a safe, positive climate (Positive Peer Culture)	To assure that students are provided a safe, positive environment in which to live and learn	Character Education Partnership (2010) <i>What Works in Character Education</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
6 a, b	Include, as part of new teacher orientation, successful strategies for working with at risk students	To make certain that staff understand and effectively implement campus behavior standards designed to support student's positive choices	Character Education Partnership (2010) <i>What Works in Character Education</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
6 a, b	Provide a 'transition specialist' to work with students when entering/exiting enrollment (orientation and dismissal)	To make certain that staff understand and effectively implement campus behavior standards designed to support student's positive choices	Character Education Partnership (2010) <i>What Works in Character Education</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13

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

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7 b	Provide professional development institute twice each year for instructional and support staff based on currently identified needs and designed to strengthen: <ul style="list-style-type: none"> <li>• Effective instruction</li> <li>• Differentiated instruction</li> <li>• Inclusion strategies</li> <li>• Assessment</li> <li>• Use of Data</li> <li>• Teambuilding</li> </ul>	To sustain implementation of research based aligned curriculum and to better equip staff for working with students identified as being at risk of dropping out of school and to effectively implement project initiatives	DuFour (2006) Learning by Doing	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
7 b	Conduct data discussions/meetings with teachers every three weeks to review student progress on meeting state standards, achieving mastery of content taught, and on accrual of course credits	To ensure that all staff understand the impact and the process of using data to drive instruction	DuFour (2006) Learning by Doing	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
7 b	Conduct weekly PLC staff meetings with an emphasis on effective instructional practices	To sustain implementation of research based aligned curriculum and to better equip staff for working with students identified as being at risk of dropping out of school and to effectively implement project initiatives	DuFour (2006) Learning by Doing	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
7 a, c	Implement a local process for evaluating teacher effectiveness (including [but not limited to]: walkthrough observations and student achievement)	To support teacher growth and development	Donaldson, Morgaen L., and Peske, Heather G. <i>Supporting Effective Teaching Through Teacher Evaluation.</i>	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
7 b, c	Provide contracted mentors/coaches for teachers identified in need of additional support	To support teacher growth and development	Wong, H.K. (2004)	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13
7 c	Review local recruitment/retention policies to identify incentives	To recruit and/or retain highly qualified staff	www.nigms.nig.gov	8.31.10	6.30.11
				7.1.11	6.30.12
				7.1.12	6.30.13



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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.*

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**Texas Title I Priority Schools Grant**

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

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

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

The proposed project's evaluation plan includes both formative and summative components to ensure ongoing monitoring for continuous improvement. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the Principal, the District Shepherd, and the Grant Manager. The team will report, where appropriate on a quarterly and end-of-year basis, both formative and summative program findings to the school staff, agency staff, the Raven School Superintendent of Schools and Board of Trustees, and the Texas Education Agency.

The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. The plan for ongoing monitoring for continuous improvement will be based on the stated goals and objectives, as outlined previously. The proposed project's processes will be continually reviewed and improved.

In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan, at the campus level that will:

- Convene regularly scheduled meetings with staff and other stakeholders
- Monitor progress in order to make program modifications as needed
- Elicit feedback from stakeholder groups
- Resolve issues and challenges in a timely manner via direct communication with the Superintendent.

The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement and will be made available and communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference, at any time, by making a request to Principal.

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**Texas Title I Priority Schools Grant**

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

The Project Director will develop and implement local processes to collect, review and report program quantitative and qualitative evaluation information from administrators, teachers, students, and agency staff to determine the effectiveness of meeting the purpose and objectives of the school improvement project. Process information will include review of timelines and activities implemented as well as the effectiveness of the ongoing professional development and agency staff activities. Summative evaluation will be based on student outcomes (grade level improvement as reflected by state and local assessments) and teacher and principal effectiveness (as measured by the Professional Development and Appraisal System [PDAS] and/or local evaluation processes).

The project formative evaluation information will be reported monthly at the regular district administrative team meetings and cumulatively at the end of each semester, each year, and at the project conclusion along with the summative evaluation. The Project Director will develop a timeline of formative evaluation strategies and reporting based on the proposed timeline of project activities and will include the following:

- Quality, type, and degree of planning, implementation, and evaluation of project activities
  - Monthly update of the progress of project activities and any completed evaluations
- Quality, type, and degree of collaboration with project partners
  - Semester summary report of collaboration activities
- Quality and level of communication with and reporting to management on the progress of the project and any problems encountered
  - District leaders/management personnel attend weekly administrative meetings and will participate in frequent ongoing, 'just in time' conversations with project leaders to review the progress of project activities
- Quality, type, and degree of participatory involvement practiced by the principals, teachers, agency staff, and, when appropriate, students
  - Principal will report monthly to the district administrative team the level of campus participation.
- Quality, type, and level of professional development activities
  - Teachers will report in a standard district process the impact of each professional development activity. Principal will present a monthly report aggregating campus results to the district administrative team.
- Quality, type, and level of services actually provided to the targeted population
  - Principal will report monthly to the administrative team the services provided to teachers (professional development), students (instructional strategies), and agency contacts (shared information, meetings or trainings).
- Quality and type of curriculum that is utilized
  - Teachers will submit lesson plans to campus administrators weekly to indicate the implementation of selected curriculum. Student assessment results (formative & summative) along with classroom observations (formal and informal) will be reviewed and aggregated to determine the effectiveness of the curriculum.
- Quality and type of instruction
  - Student assessment results (formative & summative) along with classroom observations (formal and informal) will be reviewed and aggregated to determine the effectiveness of the instruction.
- Quality of any products or documents developed as part of the project
  - Education Service Center staff, external consultants, and the Professional Service Provider (PSP) will evaluate the quality of any products, documents and reports developed as part of the project.
- Strengths and weaknesses of the project design, implementation, and evaluation
  - Education Service Center staff, external consultants, the Professional Service Provider (PSP), and/or the School Improvement Resource Center (SIRC) will evaluate the strengths and/or weaknesses of the project design, implementation and evaluation structure of the project. District staff will follow guidance from the above groups/agencies in implementing recommended improvements.
- Extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented
  - Any recommended modifications that are implemented will be evaluated for effectiveness in the same manner as other project activities. In addition, updates on the implementation of any modifications will be incorporated into the monthly reports to the district administrative team.

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**Texas Title I Priority Schools Grant**

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

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**Section C: Qualitative and Quantitative Data Collection Methods-** Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results

To **IMPROVE ACADEMIC PERFORMANCE** of students, campus leaders will implement the following strategies to collect and review **STUDENT-LEVEL ACADEMIC/QUANTITATIVE DATA**. Every three weeks, teacher teams will administer locally developed core subject assessments based on instructional calendars developed at the beginning of the school year using the aligned curriculum as a guide. The curriculum is fully aligned with the Texas Essential Knowledge and Skills. At present, administrators and teachers use DMAC to collect the student responses from the tests and format them into reports that shows correspondence with the TEKS tested.

Team leaders will review the data obtained from the formative assessments. Based on results, teachers will revise instructional calendars and lessons for re-teaching, when necessary, as well as identifying students in need of targeted assistance. Teachers will then reassess student performance on the same material, after intervention, to identify whether or not the material was learned to a sufficient degree and to determine effectiveness of intervention strategies.

School climate surveys [SIRC Snapshot] will be conducted each year to collect **QUALITATIVE** data on such subjects as school safety, teacher attitudes, student attitudes and expectations, agency staff perceptions and customer service. Data will be used to **IMPROVE SCHOOL CLIMATE** and to improve instruction by allowing the staff to better understand how students feel they learn best, and identifying gaps in teacher, student, and agency staff expectations about what engages students in learning.

To **INCREASE THE USE OF QUALITY DATA TO DRIVE INSTRUCTION**, teachers will review all of the data described above as part of the weekly PLC discussions. Campus leaders will develop a schedule of data driven discussions and planning sessions as part of the plan for professional development so that staff review each element of campus and student data weekly and summatively at the end of each semester. As results are reviewed, each group will report **PROGRAM-LEVEL DATA** to campus leaders on the progress of implementation of project activities and the level of effectiveness of the initiatives in order to promptly identify any needed adjustment in the implementation of the project plan.

To **INCREASE LEADERSHIP EFFECTIVENESS** the District Shepherd and the Grant Manager will provide on-going training to campus leadership, develop a district rubric to measure leadership capacity, and report aggregated results to leadership team.

To monitor the effectiveness in the **INCREASE IN LEARNING TIME**, the project leaders will collect data to review academic achievement and climate and report to campus and district leadership each semester.

To monitor the **INCREASE STAKEHOLDER INVOLVEMENT** initiatives, staff will collect participation data, including the number of activities, the number of participants, and, report to campus and district leadership each semester.<sup>43</sup>

To monitor the **INCREASE IN TEACHER QUALITY**, the Principal will report to the campus and district leadership the aggregated results of classroom walkthrough observations, PDAS reports, and student achievement.

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**Texas Title I Priority Schools Grant**

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

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

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

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

The Raven School SBDM team met monthly in 2009-10 to develop a comprehensive plan to address the need to improve all aspects of campus performance. Membership consists of representatives from all components of the campus including administrators, teachers, teacher leaders, and student support services. In addition, the Team presented the plan to the faculty at large in order to assure input from a larger perspective. The principal and district leaders conducted an open forum for agency administrators as well so that interested stakeholders had opportunity to express concerns and provide feedback to the staff as they work toward developing a comprehensive plan. Team members and/or campus leaders presented the performance improvement goals and activities to each group and received feedback and recommendations that were then incorporated to the extent possible in final proposal.

The team worked to identify needs and to recommend Transformation initiatives that are supported by scientifically based research in order to assure successful selection. Utilizing campus data, or lack thereof, the committees then proposed objectives for each initiative. Team leaders then incorporated the committee objectives into the project Performance Goals.

The SBDM team reviewed student achievement data (TAKS, course credit accrual records, GED attainment) for multiple years, identified trends and targeted areas for improvement.

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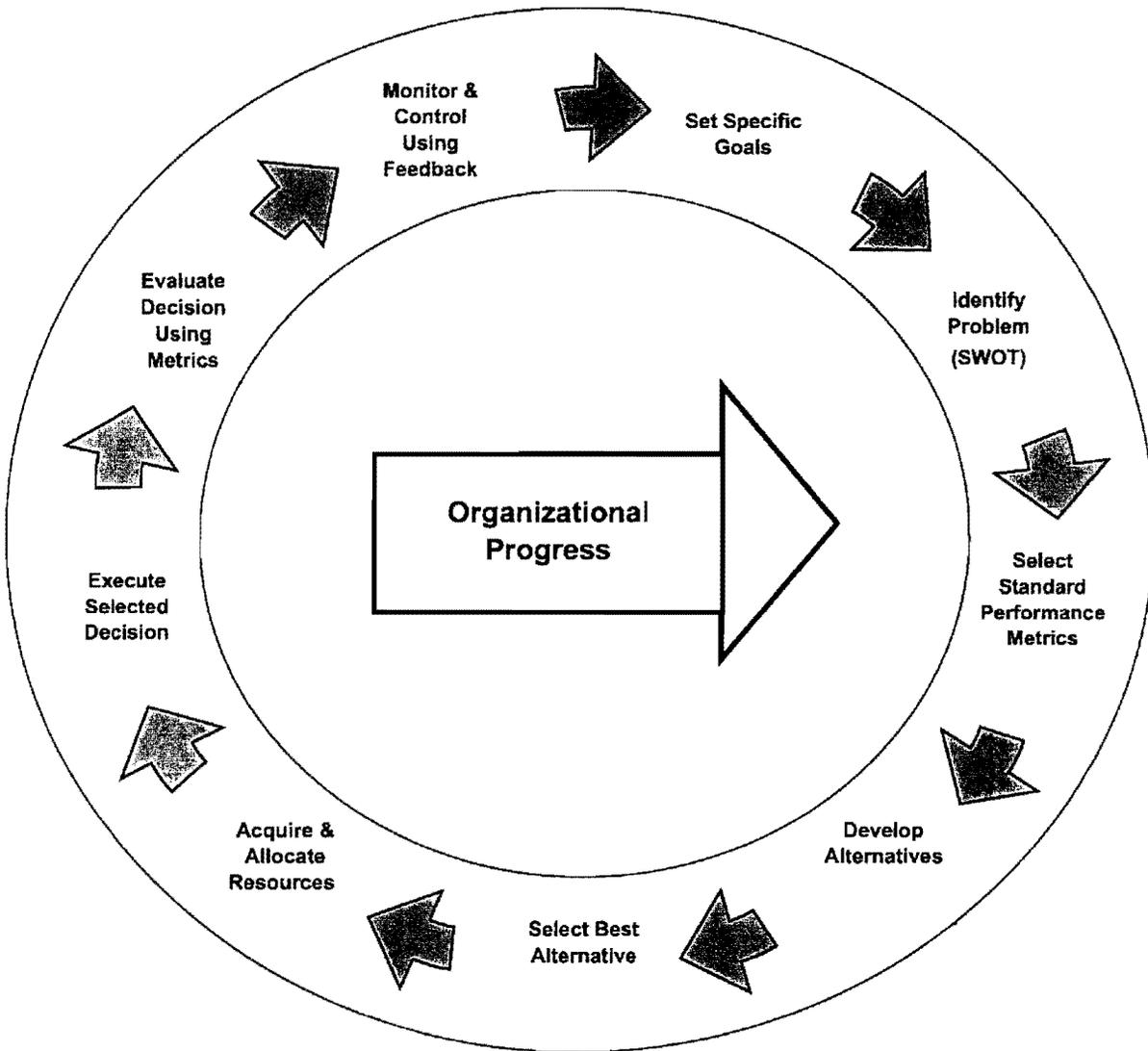
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**Texas Title I Priority Schools Grant  
 Schedule # 4C—Performance Assessment and Evaluation**

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Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.  
 Responses are limited to **two pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

The SBDM Team will continue to work through the project period as a facet of campus leadership to monitor the plan as the staff implements the strategies and to recommend continuation or adjustments as the data is collected. Both the planning and continuing role of the Team is reflected in the graphic below:



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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS and/or locally developed benchmark assessments STAAR/EOC (2013)	52%	55%	57%	59%
2	Improve Student Achievement in Mathematics	TAKS and/or locally developed benchmark assessments STAAR/EOC (2013)	15%	17%	19%	20%
3	Improve Student Achievement in Science	TAKS and/or locally developed benchmark assessments STAAR/EOC (2013)	17%	19%	21%	23%
4	Improve Student Achievement in Social Studies	TAKS and/or locally developed benchmark assessments STAAR/EOC (2013)	33%	35%	37%	39%
5	Improve Student Achievement	GED TAKS/STAAR EOC(2013) Course credit accrual	81% 35% DNA	83% 37% 15%	85% 39% 17%	87% 41% 19%

**Increase the Use of Quality Data to Drive Instruction** – Enter the annual goals for increasing the use of quality data to drive instruction, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Use of academic performance data in PLC meetings	Local rubric	DNA	50%	75%	90%
2	Use of summative progress data based on student achievement at student exit process	Local rubric	DNA	50%	75%	90%
3						

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Promote collaborative problem solving and open communication	Local rubric	DNA	50%	75%	90%
2	Collect, analyze, and use data to identify school needs	Local rubric	DNA	50%	75%	90%
3	Use data to identify and plan for needed changes in the instructional program	Local rubric	DNA	50%	75%	90%
4	Implement and monitoring the school improvement plan	Local rubric	DNA	50%	75%	90%
5	Implement and monitoring the school improvement plan	Local rubric	DNA	50%	75%	90%

**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	Extended day	Student Participation Report	DNA	50%	75%	90%
2	Extended week	Student Participation Report	DNA	50%	75%	90%
3	Extended year	Teacher Survey of Student Participation	DNA	50%	75%	90%
4	Bell to bell instruction	Walk-through observations – cumulative report	DNA	50%	75%	90%
5						
6						

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Participation of agency staff	Meeting attendance documentation	DNA	50%	75%	90%
2	Completion of project activities	Meeting attendance documentation	DNA	50%	75%	90%
3	Surveys	SIRC Snapshot process	DNA	50%	75%	90%
4						
5						

**Improve School Climate** – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase performance in dimensions of school climate including:					
2	Safety	SIRC Snapshot	DNA	50%	60%	70%
3	Teaching and Learning	SIRC Snapshot	DNA	50%	60%	70%
4	Relationships	SIRC Snapshot	DNA	50%	60%	70%
5	Environment	SIRC Snapshot	DNA	50%	60%	70%

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increased use of campus priority instructional strategies	Aggregated report of classroom walk-through observations	DNA	50%	75%	90%
2	Increase in PDAS (summative) 'exceeds expectations' and/or 'proficient' categories	PDAS aggregated report	DNA	50%	75%	90%
3	Increased student achievement (ELA, math, science, social studies)	Campus assessments Benchmark tests Grades	DNA	50%	75%	90%
4						
5						

**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						
2						
3						
4						
5						

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**Texas Title I Priority Schools Grant**

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

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

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

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

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

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

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

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

**Barrier: Gang-Related Activities**

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

**Barrier: Drug-Related Activities**

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

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**Texas Title I Priority Schools Grant**

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

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

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

**Barrier: Visual Impairments**

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

**Barrier: Hearing Impairments**

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

**Barrier: Learning Disabilities**

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

**Barrier: Other Physical Disabilities or Constraints**

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

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**Texas Title I Priority Schools Grant**

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

**Barrier: Absenteeism/Truancy**

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

**Barrier: High Mobility Rates**

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

**Barrier: Lack of Support from Parents**

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

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**Texas Title I Priority Schools Grant**

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

**Barrier: Shortage of Qualified Personnel**

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

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

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

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

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

**Barrier: Other Barrier**

#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other Strategy:			

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		School Years 2010-2013
by telephone/e-mail/FAX on <u>9/20/10</u> by <i>C. Stewart Senior</i> for TEA.		

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

<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A	<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>
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**Project Period: August 1, 2010 through June 30, 2013**

Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$ <del>316,400</del> <i>356,400</i>		\$ 40,000	\$ 356,400
Professional and Contracted Services	5C	6200	<del>533,000</del> <i>573,000</i>		40,000	573,000
Supplies and Materials	5D	6300	<del>56,000</del> <i>66,000</i>		10,000	66,000
Other Operating Costs	5E	6400	<del>25,700</del> <i>95,700</i>	\$ 10,911	10,000	106,611
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/ 15XX				
Total Direct Costs			<del>991,100</del> <i>1,091,100</i>	\$ 10,911	\$ 100,000	\$1,102,011
0% Indirect Costs						

**Grand Total**

Total Budgeted Costs:	\$ 1,091,100	\$ 10,911	\$ 100,000	\$ 1,102,011
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**Administrative Cost Calculation**

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	\$1,102,011
Multiply by .01 (5% limit)	X .05
Enter Maximum Allowable for Administration, including Indirect Costs	\$ 55,101

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

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

Year 1: SY 2010-2011 \$367,337  
 Year 2: SY 2011-2012 \$367,337 \*  
 Year 3: SY 2012-2013 \$367,337 \*

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

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

***Professional Development***

LEA Personnel participation in District Institute  
 Summer Team Training  
 Nat'l Staff Development Council Summer Conference  
 Positive Behavior Support  
 Annual Staff Retreat including instr. mat'ls (not overnight)  
 (include instr. mat'ls and working lunch - max \$20/person)  
 Online courses for prof devlpmt

***Extended Time services***

Extended Day (Sylvan)  
 Extended Week (Jett Lab and 2 staff at \$50/hour at 4 hrs at 45 wknds)  
 Extended Year  
 Holidays (7 days; 2 staff at \$50/hour at 4 hours)  
 ISP (3 ext tchrs at \$8,000 and supplies)

***Payroll Expenses***

Grant Manager  
 Campus Liaison

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<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
<b>Employee Position Titles</b>		<b>Justification</b>	<b>#Full-Time Effort</b>	<b>#Part-Time Effort</b>	<b>Pre-Award</b>	<b>Amount Budgeted</b>
<b>Instruction</b>						
1	Teacher			6	\$ 15,000	\$ 144,000
2	Educational Aide					
3	Tutor					
<b>Program Management and Administration</b>						
4	Project Director					
5	Project Coordinator	1 x 231 days x \$216.45 x 3 years	1		20,000	150,000
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
<b>Auxiliary</b>						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	<b>Subtotal Employee Costs</b>				<b>\$ 35,000</b>	<b>\$ 294,000</b>
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay			\$	\$
28	6119	Professional Staff Extra-Duty Pay			5,000	62,400
29	6121	Support Staff Extra-Duty Pay				
30	6140	Employee Benefits				
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>				<b>\$ 5,000</b>	<b>\$ 62,400</b>
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				<b>\$ 40,000</b>	<b>\$ 356,400</b>

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by telephone/e-mail/FAX in <u>9/14/10</u> by <i>Dele Underwood</i> of TEA.	<b>School Years 2010-2013</b>	Amendment No.

**Texas Title I Priority Schools Grant**

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

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

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

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Consultant for annual staff retreats (2 consultants x \$1,000 x 3 events)	\$ 6,000	\$	\$ 6,000
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

**Subtotal**

**Professional and Consulting Services Less than \$10,000**    \$    **\$6,000.00**

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

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

Provide supplemental instructional services for students.

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		8	\$ 480,000	\$ 20,000	\$ 480,000
Title: Tutoring Services					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (0%)					
<b>Total Payment:</b>			\$ 480,000	\$ 20,000	\$ 480,000

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**Texas Title I Priority Schools Grant**

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

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

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

Provide on-site management of project initiatives.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 75,000	\$ 20,000	\$ 75,000
Title: Grant Manager				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (0%)				
<b>Total Payment:</b>		<b>\$ 75,000</b>	<b>\$ 20,000</b>	<b>\$ 75,000</b>

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

To provide consultants for semi-annual staff training PBIS & RTI

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$ 12,000	\$	\$ 12,000
Title: Positive Behavior Intervention & Support and Positive Peer Culture				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
<b>Total Payment:</b>		<b>\$ 12,000</b>	<b>\$</b>	<b>\$ 12,000</b>

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

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

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

	\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:	567,000	40,000	567,000
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:	6,000		6,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			
Remaining 6200- Professional and Contracted Services that do not require specific approval:			
<b>Grand Total:</b>	<b>573,000</b>	<b>40,000</b>	<b>573,000</b>

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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>						
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>	
6399	Technology Hardware- Not Capitalized			\$	\$	
	#	Type	Purpose			Quantity
	1					
	2					
	3					
	4					
6399 Technology Software- Not Capitalized						
6399 Supplies and Materials Associated with Advisory Council or Committee						
<b>Total Supplies and Materials Requiring Specific Approval:</b>						
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>				<b>10,000</b>	<b>66,000</b>	
<b>Grand Total</b>				<b>\$ 10,000</b>	<b>\$ 66,000</b>	

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**Texas Title I Priority Schools Grant**

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

Expense Item Description		Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: Travel for principal and teachers to Grant Required training ( TSI, SIRC)	<del>\$ 10,000</del>	\$ 30,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:		
<b>Total 64XX- Operating Costs Requiring specific approval:</b>		<b>10,000</b>	<b>30,000*</b>
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>			<del>65,700</del>
<b>Grand Total</b>		<b>\$ 10,000</b>	<del>\$ 95,700</del>

\*NOTE: expenses for annual staff training including TTIPS required trainings

DW  
 10/27/10  
 106,911

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<u>236801001</u> County-District No.  _____ Amendment No.
by telephone/e-mail/FAX on _____ by _____ of TEA.		

**Texas Title I Priority Schools Grant**

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

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

<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>236801001</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

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

Errata updated by C. Stuefertsevier 9/1/10 with the consent of Dale Underwood

CDU# 236801001

<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.
<b>Texas Title I Priority Schools Grant</b>		

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

**SCHEDULE #6A – cont.**

GENERAL PROVISIONS &  
ASSURANCES

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

236801001

County-District No.

**Texas Title I Priority Schools Grant**

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>236801001</u> County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>236801001</u> County-District No.
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**W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.

**X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.

**Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).

**Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.

**AA. Submission of Audit Reports to TEA: Grantees which are public school districts and open enrollment charter schools** agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.

Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.

A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.

**BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:

1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>236801001</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

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

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

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

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

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

236801001  
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**LL. High-Risk Status, Special Conditions, and Enforcement Actions:** Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

**SCHEDULE #6 B**

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions

**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**236801001

County-District No.

**Texas Title I Priority Schools Grant**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

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

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

<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federal grants regardless of the dollar amount	<u>236801001</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

**Certification**

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

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

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

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

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

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>236801001</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

11/89  
 03/90

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

**SCHEDULE #6D -**

Disclosure of Lobbying Activities

**TEXAS EDUCATION AGENCY**

**Standard Application System**

**School Years 2010-2013**

236801001

County-District No.

**Texas Title I Priority Schools Grant**

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

Federal Program: \_\_\_\_\_

Name: \_\_\_\_\_

**1. Type of Federal Action**

a. Contract  
b. Grant

**2. Status of Federal Action:**

a. Bid/Offer/Application  
b. Initial award  
c. Post-award

**3. Report Type:**

Change

**4. Name and Address of Reporting Entity:**

Subawardee

Tier (if known):

Congressional District: \_\_\_\_\_

**5. If Reporting Entity is Subject to Lobbying Restrictions, Name and Address of Principal Officer:**

(Texas Education Agency)  
101 N. Congress  
Austin, Texas

Congressional District (if known): \_\_\_\_\_ 21

**6. Federal Department/Agency:**

**7. Federal Program Name/Description:**

CFDA Number, if applicable: \_\_\_\_\_

**8. Federal Action Number:**

**9. Award Amount, if known:**

\$ \_\_\_\_\_

**10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):**

**10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):**

(Attach Continuation Sheet(s), if necessary)

**[ITEMS 11-15 REMOVED]**

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

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Telephone# \_\_\_\_\_

Date: \_\_\_\_\_

Federal Use Only:

Standard Form LLL

**SCHEDULE #6E**NCLB ACT PROVISIONS &  
ASSURANCES**Standard Application System****School Years 2010-2013**

236801001

County-District No.

**Texas Title I Priority Schools Grant**

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

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

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>236801001</u> 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>	<u>236801001</u> 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.

<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>236801001</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

**4. Highly Qualified:**

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

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

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**6. Professional Development** includes activities that:

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

**7. Scientifically Based Research:**

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

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

**8. Teacher Mentoring:** Activities that–

(A) consist of structured guidance and regular and ongoing support for teachers, especially beginning teachers, that–

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

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

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

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

Revised 03/03

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

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**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

**SCHEDULE #6F**PROGRAM-SPECIFIC PROVISIONS  
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**236801001

County-District No.

**Texas Title I Priority Schools Grant**

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

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

**Terms defined:**

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

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

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

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

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

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

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

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

<b>SCHEDULE #6F</b>	<b>TEXAS EDUCATION AGENCY</b>	
PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>Standard Application System</b>	
	<b>School Year 2010-2013</b>	<u>236801001</u>
<b>Texas Title I Priority Schools Grant</b>		
County-District No.		

**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.

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	<u>236801001</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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)

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2013</b>	<u>236801001</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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](http://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).

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	<u>236801001</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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).

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Year 2010-2013</b>	<u>236801001</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

Address any reply to: 300 E. 8th St., Austin, Tex. 78701

**Department of the Treasury**

**District Director  
Internal Revenue Service**

Date:

In reply refer to:

March 29, 1973

A:FA:EO:GRK:ja

AUS:EO:73-549

(CORRECTED)

▷ Gulf Coast Trades Center  
Box 515  
New Waverly, Texas 77358



Accounting Period Ending: August 31

Gentlemen:

We have considered your application for exemption from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1954.

The information furnished shows that you were formed on June 29, 1971. Your stated purposes are educational, and particularly to conduct, encourage and promote educational and vocational undertaking; and in connection therewith to conduct and operate a school for the instruction and training of students and trainees in academic and vocational education and training. With respect to your admissions policy, you state that the school does not discriminate against any applicant because of race, color, creed or national origin.

We understand from the information submitted by you that your racially non-discriminatory admissions policy has been publicized in such a manner as to be known to all segments of your community. We have no objection to your release of this letter to your local news media and suggest that this would be confirmatory of your desire to make your admissions policy known to all who may be interested.

Based on the information supplied, and assuming your operations will be as stated in your exemption application, we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Any change in your purposes, character, or method of operation must be reported to the District Director, Austin, Texas, which is your key district for exempt organizational matters, so we may consider the effect of the change upon your exempt status. You must also report any change in your name and address.

Gulf Coast Trades Center

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in section 170(b)(1)(A)(ii).

You are required to file the annual return, Form 990, on or before the 15th day of the fifth month following the end of your accounting period. Failure to file the Form 990 by this date may subject you to a penalty of \$10 for each day during which such failure continues, up to a maximum of \$5,000.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T. In this letter we are not determining whether any of your present activities are unrelated trade or business as defined in section 513 of the Code.

You are liable for social security (FICA) taxes only if you have filed a Waiver of Exemption Certificate as provided in the Federal Insurance Contributions Act. You are not liable for Federal unemployment taxes.

Donors may deduct contributions to you as provided by section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes under sections 2055, 2106, and 2522 of the Code.

This is a determination letter.

Sincerely,

  
R. S. Rosfeld  
Acting District Director



**TEXAS COMPTROLLER OF PUBLIC ACCOUNTS**  
SUSAN COMBS • COMPTROLLER • AUSTIN, TEXAS 78774

June 1, 2010

**CERTIFICATE OF ACCOUNT STATUS**

THE STATE OF TEXAS  
COUNTY OF TRAVIS

I, Susan Combs, Comptroller of Public Accounts of the State of Texas, DO HEREBY CERTIFY that according to the records of this office

**GULF COAST TRADES CENTER**

is exempt from payment of franchise tax and consequently is in good standing with this office.

GIVEN UNDER MY HAND AND  
SEAL OF OFFICE in the City of  
Austin, this 1st day of  
June 2010 A.D.

A handwritten signature in cursive script that reads "Susan Combs".

Susan Combs  
Texas Comptroller

Taxpayer number: 17416949497  
File number: 0029230601

<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>Raven School</b>	236801
		LEA Name	County-District#
Raven School		236801001	
Campus Name		Campus Number	
by telephone/e-mail/FAX on _____ by _____		9-Digit Vendor ID#	6
of TEA.		NOGA ID# (Assigned by TEA)	ESC Region
			Date of Report

**Texas Title I Priority Schools Grant**

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

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

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

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

**Part 1: Identified Needs**

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

**1. Improve Academic Performance**

<b>Milestones</b>	<b>A</b>	<b>Improve student academic performance - most students arrive at Raven School with insufficient credits or functioning academically at a 9<sup>th</sup> grade level or below</b>
	<b>B</b>	<b>Provide intensive, differentiated instruction in academic classrooms</b>
	<b>C</b>	<b>Provide professional development for staff to meet the identified needs of students</b>

<b>2. Increase the Use of Quality Data to Drive Instruction</b>		
<b>Milestones</b>	<b>A</b>	<b>Conduct professional development for academic staff and campus leaders on data disaggregation and data driven decision making</b>
	<b>B</b>	<b>Develop processes to incorporate data discussions in leadership team meetings, SBDM meetings and weekly meetings with teachers</b>
	<b>C</b>	<b>Develop local assessment plan to monitor and measure student progress in a timely manner</b>
<b>3. Increase Leadership Effectiveness</b>		
<b>Milestones</b>	<b>A</b>	<b>Provide job embedded professional development for campus leadership</b>
	<b>B</b>	<b>Conduct frequent and on-going meetings with campus leaders and agency staff</b>
	<b>C</b>	<b>Develop local process to evaluate leadership effectiveness</b>
<b>4. Increase Learning Time</b>		
<b>Milestones</b>	<b>A</b>	<b>Provide extended learning opportunities for students (extended day, week, &amp; year)</b>
	<b>B</b>	<b>Develop campus based instructional and assesment calendars annually</b>
	<b>C</b>	<b>Provide professional development institutes for instructional staff</b>
<b>5. Increase Parent / Community Involvement</b>		
<b>Milestones</b>	<b>A</b>	<b>Implement systemic processes for communication with caseworkers and probation officers</b>
	<b>B</b>	<b>Provide opportunities for communication among instructional staff and residential staff</b>
	<b>C</b>	
<b>6. Improve School Climate</b>		
<b>Milestones</b>	<b>A</b>	<b>Support the positive behavior Itervention support system (Positive Peer Culture)</b>
	<b>B</b>	<b>Provide a transition process for students entering and exiting the program</b>
	<b>C</b>	<b>Provide professional development for staff in the areas of team building and working with at risk youth</b>
<b>7. Increase Teacher Quality</b>		
<b>Milestones</b>	<b>A</b>	<b>Enhance local processes for identifying and supporting teacher quality</b>
	<b>B</b>	<b>Provide intensive, focused professional development at least twice annually</b>
	<b>C</b>	<b>Conduct weekly PLC meetings with instructional staff</b>
<b>Other Identified Needs (not listed above)</b>		
<b>A</b>		
<b>B</b>		

<b>Part 2: Budget by Identified Needs</b>	
<b>Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.</b>	
Improve Academic Performance	37%
Increase the Use of Quality Date to Drive Instruction	7%
Increase Leadership Effectiveness	7%
Increase Learning Time	34%
Increase Parent / Community Involvement	2%
Improve School Climate	5%
Increase Teacher Quality	8%
Other Remaining Costs	%
<b>Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. Note: Matching State or Local Funds are not required. If none, enter "0" on each line.</b>	
Improve Academic Performance	0%
Increase the Use of Quality Date to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

<b>Part 3: Intervention Model</b>
<input checked="" type="checkbox"/> Transformation
<input checked="" type="checkbox"/> TEA Approved Model with technical assistance provided by the School Improvement Resource Center
<input type="checkbox"/> The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE
<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 principal was placed on the campus on 02/08/2010 . Therefore, the principal will not be replaced for the Transformation project.

**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 Raven School currently utilizes the Texas Professional Development and Appraisal System (PDAS) to conduct formal teacher evaluations annually. In addition, the campus leaders conduct informal walkthrough observations. Campus staff will collaboratively review current practice and jointly develop evaluation systems for teachers and principals.

**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;**

Due to the structure of the Raven School (students attend typically 6 to 7 months), it is not feasible to assess effective staff performance based on graduation rate.

Campus and agency leaders will review options for developing a process for identifying and rewarding staff who assist in increasing student achievement as measured by increase in academic performance, credit accrual, GED attainment, and/or meeting promotion standards.

**D. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and**

The Raven School professional development plan for the implementation of the TTIPS grant includes a semi-annual institute to assure that teachers are equipped to implement instructional strategies effective with at risk youth, to accommodate differentiated needs, to incorporate inclusion strategies, to assess student progress, and to utilize data in a timely manner. In addition, the project leaders will conduct weekly PLC meetings with teachers to focus on the on-going use of data, planning for instruction, and incorporating content objectives across the curriculum.

**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.**

Staff will have the opportunity to receive time off from work or additional pay as compensation for assistance in grant implementation. The school is committed to job-embedded professional development for all staff. The Raven School presently (and, will continue to) reimburses tuition, books, and travel for staff who are in 'Highly Qualified' programs toward certification completion. Teachers will receive extra-duty pay for tutoring in extended day, weekend, and year tutorial and enrichment activities. School administration continues to seek ways for staff to flex work hours to allow teachers to attend professional growth classes. Job sharing will be provided as an alternative approach to the traditional workday.

## **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**

Teachers use the CScope curriculum framework to assure that instruction is research based and aligned both from one grade to the next and with the state academic standards. In addition, students are assessed and placed in a self-paced, individualized instructional and technology based program so that they may work toward credit recovery and/or develop basic academic skills. Teachers will assess student progress and review the data with the leadership team every three weeks.

### **B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.**

The weekly PLC meetings described above will promote the continuous use of data to inform instruction.

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

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

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

Intensive intervention will provide extended day, week, and year activities coupled with staff to implement programming. Extended day activities will include bringing in outside service providers such as Sylvan and the Jett Learning Lab to support individualized tutoring by pre/post-testing students and targeting specific academic deficits. Services would include outside providers tutoring students several days each week throughout the three years of the grant. Progress checks through benchmarks will gauge academic growth.

Extended week/year activities will include staff providing students a setting in which to work on a self-paced tutoring program, GED preparation, and course credit recovery on weekends and holidays when residential activities are limited and students are not engaged in structured activity. An Intensive Summer Program (ISP) was successfully piloted for the past two summers, giving students the opportunity to avoid learning regression and enjoy activity and research-based learning in core academics. Future ISP projects will employ highly qualified teachers from surrounding school districts to work with existing staff and the students using hands-on

and researched based curricula that will have cross-curriculum applications in core content and trade shops.

The plan described above will provide a minimum of 416 additional hours of instruction each year of the Transformation TTIPS project.

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

As a court-adjudicated residential facility, there are court-ordered limitations to contact with parents of students. Students are sent to GCTC by county judges, the Department of Family and Regulatory Services, and the Texas Youth Commission. As such, the State of Texas through parole officers (POs) and Child Protective Services caseworkers becomes the legal guardian during the time students are enrolled at the Raven School. Education staff communicate regularly with caseworkers individually assigned to students. Parents are called during ARD meetings. Correspondence is sent by mail to families or through the PO. Even community members who serve on the Site Based Decision Making Committee (SBDM) and surrogate parents must pass a rigorous background check in order to have access to students. As a result, the Raven School has a very structured approach to parental involvement, seeking to involve and get input from the PO in informative ways.

**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;**

The District Shepherd, Vice President of Educational Services, has authority to authorize operational flexibility for the school in order to meet outcome standards.

**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 Raven School will contract with an experienced grant manager to facilitate the project. In addition, the proposal requests funding for a full-time, on-site liaison who will work daily with teachers on instructional and academic initiatives. The Vice President of Educational Services will serve as the District Shepherd to facilitate communication and decision making between the Raven School and the Gulf Coast Trade Center.**

**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**

N/A

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

N/A

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

N/A

**II. Comprehensive instructional reform strategies.**

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

N/A

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

N/A

**C. Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;**

N/A

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

The campus will utilize technology-based systems for instructional interventions and for credit recovery.

**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;**

N/A

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

N/A

**iii. Increase graduation rates through, for example, credit-recovery programs, re-engagement**

**strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills;**

The campus will utilize technology-based systems for instructional interventions and for credit recovery.

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

N/A

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

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

N/A

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

N/A

**C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment;**

The campus will implement the Positive Peer Culture process to address positive choices.

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

N/A

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

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

N/A

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

N/A

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

<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>	Provide intensive summer program to promote academic readiness for at risk students	8.31.10	6.30.11
		Provide tutorial services to extend the school day	7.1.11	6.30.13
			7.1.12	6.30.13
	<b>B</b>	Improve Student Achievement in core academic content areas including English Language Arts, Mathematics, and Science: <ul style="list-style-type: none"> <li>• Implement research based aligned curriculum</li> <li>• Develop local instructional and assessment calendar/timeline</li> <li>• Review student progress every 3 weeks in order to reassess/adjust instructional plans</li> </ul>	8.31.10	6.30.11
			7.1.11	6.30.13
			7.1.12	6.30.13
	<b>C</b>	Improve Student Achievement in core academic content areas including English Language Arts, Mathematics, and Science: <ul style="list-style-type: none"> <li>• Implement research based aligned curriculum</li> <li>• Develop local instructional and assessment calendar/timeline</li> <li>• Review student progress every 3 weeks in order to reassess/adjust instructional plans</li> </ul>	8.31.10	6.30.11
			7.1.11	6.30.13
			7.1.12	6.30.13
<b>2</b>	<b>A</b>	Conduct professional development for academic and support staff on data disaggregation and data driven decision making at least two times each year	8.31.10	6.30.11
			7.1.11	6.30.13
			7.1.12	6.30.13
	<b>B</b>	Develop local assessment plan to measure student academic progress every 3 weeks	8.31.10	6.30.11
			7.1.11	6.30.13
			7.1.12	6.30.13
<b>C</b>	Conduct meetings with teachers every 3 weeks to review student data and to revise and/or develop instructional plans based on the data	8.31.10	6.30.11	
		7.1.11	6.30.13	
		7.1.12	6.30.13	
<b>3</b>	<b>A</b>	Provide on-going job embedded professional development for administrative team during regularly scheduled weekly meetings (book studies, leadership academy, leadership coach) Conduct annual leadership planning institute	8.31.10	6.30.11
			7.1.11	6.30.13
			7.1.12	6.30.13
	<b>B</b>	Conduct weekly meetings among school leadership and other agency administrators – provide principal with opportunity for seeking input and to allow operational flexibility in project implementation Conduct weekly leadership team meetings to review project data and progress Develop local process to evaluate leadership effectiveness	8.31.10	6.30.11
			7.1.11	6.30.13
			7.1.12	6.30.13

		<p>Conduct weekly meetings among school leadership and other agency administrators – provide principal with opportunity for seeking input and to allow operational flexibility in project implementation</p> <p>Conduct weekly leadership team meetings to review project data and progress</p> <p>Develop local process to evaluate leadership effectiveness</p>	<p>8.31.10</p> <p>7.1.11</p> <p>7.1.12</p>	<p>6.30.11</p> <p>6.30.13</p> <p>6.30.13</p>
4	A	Develop local instructional and assessment calendar/timeline	<p>8.31.10</p> <p>7.1.11</p> <p>7.1.12</p>	<p>6.30.11</p> <p>6.30.13</p> <p>6.30.13</p>
	B	Develop individual plans for each student with academic and credit attainment goals including provisions for tutorial and enrichment activities that extend the learning day, week and year. An Intensive Summer Program (ISP) and holiday intercessions when the school is closed will provide further enrichment opportunities for students.	<p>8.31.10</p> <p>7.1.11</p> <p>7.1.12</p>	<p>6.30.11</p> <p>6.30.13</p> <p>6.30.13</p>
	C	<p>Conduct PLC weekly meetings that include a focus on incorporating content objectives across the curriculum (i.e. teaching math, science, ELA concepts in CTE classes, etc.)</p> <p>Provide professional development institute twice each year for instructional and support staff based on currently identified needs and designed to strengthen:</p> <ul style="list-style-type: none"> <li>• Effective instruction</li> <li>• Differentiated instruction</li> <li>• Inclusion strategies</li> <li>• Assessment</li> <li>• Use of Data</li> <li>• Teambuilding</li> </ul>	<p>8.31.10</p> <p>7.1.11</p> <p>7.1.12</p>	<p>6.30.11</p> <p>6.30.13</p> <p>6.30.13</p>
5	A	Implement a systematic reporting process for reporting students' progress and/or needs to each caseworker on a six week cycle to coincide with the school assessment process	<p>8.31.10</p> <p>7.1.11</p> <p>7.1.12</p>	<p>6.30.11</p> <p>6.30.13</p> <p>6.30.13</p>
	B	Provide a school 'open house' type of event for residential staff at least twice each year to reinforce 'school – home/residence' communication	<p>8.31.10</p> <p>7.1.11</p> <p>7.1.12</p>	<p>6.30.11</p> <p>6.30.13</p> <p>6.30.13</p>
	C	Implement a systematic reporting process for reporting students' progress and/or needs to each caseworker on a six week cycle to coincide with the school assessment process	<p>8.31.10</p> <p>7.1.11</p> <p>7.1.12</p>	<p>6.30.11</p> <p>6.30.13</p> <p>6.30.13</p>
6	A	Infuse professional development with a team building strand of activities to reinforce a positive climate. Include, as part of new teacher orientation, successful strategies for working with at risk students	<p>8.31.10</p> <p>7.1.11</p> <p>7.1.12</p>	<p>6.30.11</p> <p>6.30.13</p> <p>6.30.13</p>
	B	Provide a transition process for students entering and exiting the program	<p>8.31.10</p> <p>7.1.11</p> <p>7.1.12</p>	<p>6.30.11</p> <p>6.30.13</p> <p>6.30.13</p>

		<p>Implement the positive behavior and intervention support PBIS system to maintain a safe, positive climate.</p> <p>The central position of Positive Peer Culture is that young people can develop self-worth, significance, dignity, and responsibility only as they become committed to the positive values of helping and caring for others. Young people are profoundly influenced by associations with their peers. Positive Peer Culture is a total system for building positive youth subcultures. Positive Peer Culture is not a permissive, laissez-faire approach but places considerable demands on youth. Although adults remain in charge, young people have the responsibility for helping one another. While Positive Peer Culture can be related to theories of learning and group processes, it grows not from theory but from practice. Positive Peer Culture was not suddenly invented but has gradually emerged through years of searching for those factors that underlie successful group programs. Careful planning and organization are necessary, with attention given to many different variables. An effective program also requires properly trained staff who are committed to the task of developing the positive potentials of youth.</p> <p>Tier one includes a daily group session facilitated by a trained group worker (minimum one hour) where students relate failings and successes in behavior and how to develop appropriate decisions and responses.</p> <p>Tier two includes staff interventions such as de-escalation, redirection, one-to-one time with social workers and school administration, assigning a staff mentor, student contracts and behavior plans, and group huddle-up's to students whose placement may be in question due to behavior.</p> <p>Tier three includes staffings which are populated by the student, teachers, lead residential staff, assigned social worker, and school administration. Staffings are designed to confront behaviors, review efforts, and determine new ways to help the student to be successful.</p> <p>Two books are listed below to provide the research-base description of Positive Peer Culture:</p> <p>Vorrath, H. H., &amp; Brendtro, L. K. (1985). Positive peer culture. (2nd Ed.), De Gruyter: Hawthorne (NY).</p> <p>Bendtro, L. K., Brokenleg, M., &amp; Van Bockern, S. (1990). Reclaiming youth at risk: Our hope for the future. (2nd Ed.), Solution Tree Press: Bloomington, IN.</p>		
	C		8.31.10	6.30.11
			7.1.11	6.30.13
			7.1.12	6.30.13
7	A	Enhance local processes for identifying and supporting teacher quality	8.31.10	6.30.11
			7.1.11	6.30.13
			7.1.12	6.30.13
	B	Provide intensive, focused professional development at least twice annually	8.31.10	6.30.11
			7.1.11	6.30.13
			7.1.12	6.30.13
	C	Conduct weekly PLC meetings with instructional staff	8.31.10	6.30.11
			7.1.11	6.30.13
			7.1.12	6.30.13

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