

ORIGINAL

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Fort Worth ISD Organization Name International Newcomer Academy Campus Name 756001613 9-Digit Vendor ID# 10552005711 0003 NOGA ID# (Assigned by TEA)	220-905 County-District # 062 Campus Number XI ESC Region Amendment #

Texas Title I Priority Schools Grant
Schedule #1 - General Information

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

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

Project Beginning Date: ~~08/01/2010~~ 2/22/2011

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	X	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	X	<input type="checkbox"/>
5D	Supplies and Materials 6300	X	<input type="checkbox"/>
5E	Other Operating Costs 6400	X	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	X	<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	X	<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

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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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**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 | <input type="checkbox"/> Schedule #5—Program Budget Summary |
| <input type="checkbox"/> Schedule #3—Purpose of Amendment | <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 |
| <input type="checkbox"/> Schedule #4—Program Requirements | <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 |
| <input type="checkbox"/> Schedule #4A—Program Abstract | <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 |
| <input type="checkbox"/> Schedule #4B—Program Description | <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 |
| <input type="checkbox"/> Schedule #4C—Performance Assessment and Evaluation | <input type="checkbox"/> Schedule #5G—Total Outlay 6600/15XX (Exclusive of 6619 and 6620) |
| <input type="checkbox"/> Schedule #4D—Equitable Access and Participation | |

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

Part 2: Revised Budget

Complete this part if there are any budget changes.

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

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

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

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary |
| <input type="checkbox"/> | 2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code |
| <input type="checkbox"/> | 3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G) |
| <input type="checkbox"/> | 4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs |
| <input type="checkbox"/> | 5. Addition of a new item of computer hardware/equipment (not on Schedule #5C—Supplies and Materials) |
| <input type="checkbox"/> | 6. Addition of a new item or increase in quantity of capital outlay items (S) of \$5,000 or more approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more |
| <input type="checkbox"/> | 7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000. |
| <input type="checkbox"/> | 8. Reduction of funds allotted for _____ |
| <input type="checkbox"/> | 9. Additional funds needed |
| <input type="checkbox"/> | 10. Change in scope of objective _____ regardless _____ whether there is an associated budget revision requiring prior approval |
| <input type="checkbox"/> | 11. Other (Specify) _____ |

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 turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances

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

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. <ol style="list-style-type: none"> a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy). 	Program Assurances
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. <ol style="list-style-type: none"> a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding. 	Program Assurances
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school. 	Program Assurances
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (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-- <ol style="list-style-type: none"> (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 	Program Assurances

with the school's comprehensive instructional program and

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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 may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p>(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p>(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p>(C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.</p>	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 may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (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-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. 	Program Assurances
24	<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"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. 	Program Assurances

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

Part 2: Statutory Requirements

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

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

Part 3: Statutory Assurances

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.

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**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 transformation model, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
10	<p>2. Comprehensive instructional reform strategies.</p> <p style="margin-left: 20px;">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 style="margin-left: 20px;">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 style="margin-left: 20px;">A. Establish schedules and strategies that provide increased learning time; and</p> <p style="margin-left: 20px;">B. Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p style="margin-left: 20px;">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 style="margin-left: 20px;">B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
11	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <p style="margin-left: 20px;">(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 style="margin-left: 20px;">(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p style="margin-left: 20px;">(C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.</p>
12	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <p style="margin-left: 20px;">(A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;</p> <p style="margin-left: 20px;">(B) Implement a school wide "response-to-intervention" model;</p> <p style="margin-left: 20px;">(C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;</p> <p style="margin-left: 20px;">(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</p> <p style="margin-left: 20px;">(E) In secondary schools--</p> <p style="margin-left: 40px;">(1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;</p> <p style="margin-left: 40px;">(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</p> <p style="margin-left: 40px;">(3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or</p> <p style="margin-left: 40px;">(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</p>

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- <ul style="list-style-type: none"> 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-- <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time 		
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.			

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

Part 1: Grant Eligibility

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

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

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

Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not.

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

International Newcomer Academy (INA) is a special school serving non-English-speaking newcomer immigrant students entering new-to-the-country in grades 6–9. The INA student population is multilingual (45% Spanish-speaking; 55% speaking 16 other languages), has students who have varying degrees of education in the home country (20% identified as “unschooled”/pre-literate), and has a significant enrollment of over-age students (40% of the high school students being 17/older upon entry). Students enter new-to-the-country all throughout the school year, making it necessary for INA to organize classes each semester for “beginning” students (those newly arrived) and “exiting” students (those who have been at INA for one/more semesters and who are ready to transition to their home campuses). INA offers all core content and some elective classes and has special strands of classes for unschooled students, over-age students, and students who arrive very late during a semester. In addition to assessing students with state-required assessments (TELPAS, LAT, EOLPT), INA also assesses students with local/site assessments. However, since most students remain at INA for only one year (two semesters), performance/growth data are limited to that one year.

Through its own data analysis and planning mechanisms, and in collaboration with FWISD central staff, INA has established a clear goal - to improve the achievement of its students in all content areas - and has identified three broad areas of need in reaching that goal: (1) improving instruction and maximizing instructional time, (2) involving parents more effectively in school affairs and addressing life needs of students that affect their education, and (3) improving access to/use of data.

These three self-identified areas of need directly relate to this TTIPS grant. The fact that INA identified the areas, however, does not mean that it can effectively address them without intensive and sustained support. This TTIPS transformational grant - - with its focus on changing the culture of a school so that it does only the things that are effective and on ensuring that staff in schools have the professional support needed to know when something is effective - - uniquely suits INA's present situation. Thus, the program at INA to be implemented with grant funds will include...

- a strong professional development component (led by Quality Teaching for English Learners – QTEL) for both INA leadership and teachers and sustained over three years to involve
 - on-going, job-embedded PD focused on raising academic rigor while using appropriate language scaffolds;
 - development/use of assessments that assess both language and content;
 - development (by INA staff and consultants) of transparent appraisal process/instruments
- requirement for staff to reapply/recommit at end of the first year, with requirement intended to ensure that INA ultimately has staff persons committed to its goal and able to perform effectively;
- a strong community/parent involvement program designed to engage parents in school affairs and to secure appropriate community support for parents/students/school;
- improvement in data collection and analysis and in the use of data by INA staff to monitor student progress and determine changes needed in instruction and/or overall program;
- improvement in use of the instructional time (during or before/after school and during summer) to maximize instruction for students; and
- increase in operational flexibility to allow INA to respond quickly and effectively to student need.

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

Part 1: Comprehensive Needs Assessment

Section A: Campus Grade Levels

Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	0	0	0	0	0	0	0	40	61	49	275	0	0	0	425
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Students:	0	0	0	0	0	0	0	40	61	49	275	0	0	0	425
Total Instructional Staff														41	
Total Support Staff														7	

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

1	State-Required Assessment Records (TELPAS, LAT, EOLPT, TAKS)
2	Local Assessment Records (Curriculum-Based-Assessments)
3	Student Attendance Records
4	Class Grades
5	Student Discipline Records
6	Staff Attendance Records
7	Staff In-Service Records (Type of In-Service, Attendance, Evaluation)
8	Learning Walk Records
9	Staff/Student Survey Results
10	Parent Involvement Activity Records
11	Translation Records
12	Student Assessment Records/Class Grades/Graduation Rate (beyond INA)

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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.

The needs assessment process includes three levels, with planning at both LEA and campus levels:

1. On an **LEA** basis, school leadership directors and assistant superintendents, along with curriculum and instruction leadership, met in Spring 2010 to review options for school improvement and create recommendations aligned to available district and campus-level data. Based on past year results and knowledge of current campus status, recommendations were prepared for campuses as to type of reform process. Data review included both quantitative and qualitative measures, including:

- **Campus AEIS Data**
- **TAKS Reading Results**
- **TAKS Math Results**
- **TAKS Science Results**
- **TAKS Social Studies Results**
- **Campus Climate Surveys administered to students, parents, and faculty**
- **Curriculum Based Assessment (CBA) Results**

2. Using similar data sources, consultations were then held with **campuses** regarding options and needs before making a final determination of recommended reform interventions. Initial **campus** assessments for transformation needs were conducted by district directors, campus principals, and assistant principals, with input from other school, parent, and community leaders and project development staff.

Based on specific concerns of each campus and their confirmation by data review, recommendations were made for the general direction of school improvement through transformation which are detailed in this application, along with suggestions for targeted programs and activities and appropriate budgets aligned to these needs and activities. Campus administration, faculty, parents and community leaders will meet in the summer of 2010 to examine more data not yet available and to review and revise the Campus Education Improvement Plan (CEIP). The data to be examined includes, but is not limited to the items listed above in relation to the factors listed below.

3. With the choice of the Extended Implementation Timeline, throughout the fall of 2010-Spring of 2011, the **district and campus**, with technical assistance from the TEA-designated provider School Improvement Resource Center (SIRC), will develop a District and Campus snapshot, prepare a Comprehensive Needs Assessment (CNA), and prepare final recommendations for the full transformation implementation. Data listed above will be used for an evidence-based examination of school programs and processes. With pre-visit surveys and on-site interviews, this comprehensive needs assessment will include an analysis of factors such as:

- **Demographics** – past and current status, any shifts projected or already in process
- **Student Achievement** –past and current, as compared to schools with comparable demographics in the district and the state
- **School Culture and Climate** – special emphasis on changes occurring over time, and areas of concern or improvement
- **Staff Quality, Recruitment and Retention** – from district records, as well as observation of teaching and leadership practices
- **Curriculum, Instruction, and Assessment** – special attention to campus instruction alignment with district curriculum framework
- **Family and Community Involvement** – not limited to parents, but including other family members/guardians, and business, social service, university and faith-based institutions who are neighborhood stakeholders
- **School Organization** – comparison of campus organization to standard district structures with analysis of relationships and organizational effectiveness and capabilities
- **Technology** – status of hardware and software, but especially instructional technology implementation capability and status

The data will be collected and analyzed with the assistance of SIRC and the FWISD Accountability and Data Quality Department, and a gap analysis will be conducted to prepare for action on critical needs and priorities, with activities and expenditures. After identification of focus areas, activities in various areas of reform will be targeted, in part based on evidence of support for change and ability to meet the challenges uncovered. The results from this CNA will be compared with the original application, and adjustments to program activities and budget will be recommended as appropriate to ensure campus transformation.

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

Part 1: Comprehensive Needs Assessment Cont.

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

1	Transformation Team
2	District Leadership
3	Campus Principal
4	Campus Assistant Principals
5	Teachers
6	Counselors
7	Campus Consultants
8	Parents
9	Students
10	Community Members

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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.

Superintendent Melody A. Johnson leads the team committed to making the Fort Worth Independent School District (FWISD) the best urban school district in the nation. In her short tenure, she has led the development of a new and relevant curriculum, instituted measures of accountability and sound business practices, and looked to the future by establishing FWISD as a "Digital District."

- Under Dr. Johnson's leadership, FWISD educators wrote and implemented a new curriculum framework
- During her tenure, voters approved a record \$594 million Capital Improvement Program (in November, 2007) which is currently on time and on budget.
- With Dr. Johnson's guidance, the FWISD will be the first and largest public school system to install interactive whiteboards in every classroom in the District.

She has also deeply engaged the community and led broad-based public initiatives; showing local leaders ways they can positively impact school completion and academic success in math and science. Along the same lines, she established the first Office of Parent Engagement and is aggressively recruiting parents, school by school, to become more involved and empowered in their children's academic futures.

Dr. Johnson has a strong record of success in closing the achievement gap. The gap in achievement between White students and African-American and Hispanic students is often described as the Civil Rights issue of the 21st century. At FWISD over the past several years, all student groups have experienced significant improvements in student achievement. Like other large, urban school districts, gaps in student achievement are still present. Eliminating the achievement gap, identified as a FWISD targeted priority initiative, is an accelerated, comprehensive district-wide focus built upon specific, research-informed strategies. Numerous efforts are monitored under the umbrella of this initiative including the following:

- TEKS-aligned curriculum in an online system with aligned six-week assessments
- Adoption of a full Special Education Inclusion Model for special needs students
- Redesign of ESL/Bilingual education delivery systems
- Integration of Response to Intervention (RTI) model within the Curriculum Frameworks
- New data disaggregation systems which allow improved access to student level achievement information
- Revised Campus Educational Improvement Plans, which have a specific focus on the achievement gap
- Multiple student, parent, and community engagement activities
- District-wide professional development and data studies targeted to address the achievement gap in FWISD

FWISD leadership has a strong track record of contributing to the broader goal of a culture of research-informed decision-making with partner agencies within the field of education. Evidence of this includes active participation in the **Texas School Alliance** which represents 29 of the larger more urban and diverse school districts educating approximately one-third of all Texas students and more than one-third of all minority students. These districts work together to provide a positive and significant impact on public education by bringing together selected school districts with mutual concerns to work cooperatively for the benefit of all public school children. FWISD is participating in the **Consortium on Chicago School Research**, a national affiliation to explore important research related to secondary school reform and post secondary tracking. These are just two examples of the types of research projects FWISD staff and teachers participate in with local and national universities, foundations, and research facilities.

FWISD has extensive experience in the efficient and effective implementation of grant-funded programs. Since 1999, FWISD has received over \$250,000,000 in grant awards and manages 133 active grant projects. Each district grant project is managed on a day-to-day basis by its management committee, a group composed of administrative, campus-based, and community stakeholders. This management committee develops an action plan for project activities; problem solves implementation difficulties, and monitors efficient and effective expenditure of funds.

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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.

There are a number of established stakeholder engagement and communication vehicles across the district, which have provided important input for this planning grant. These forums are intended to solicit feedback, concerns and recommendations from a wide range of interested parties on an on-going basis throughout the year. In our efforts around continuous improvement, these vehicles have provided critical input and feedback for district and campus planning and evaluation:

- **District Advisory Committee:** The District Advisory Committee is a group of interested individuals who meet about six times per year to advise the Superintendent and Board on educational plans, goals, performance objectives, and major classroom instructional programs. Established by law, the committee is made up of representatives from the professional staff of the district, parents of students enrolled in the district, and business and community members. The Superintendent consults regularly with the committee regarding matters pertaining to curriculum, new programs and initiatives, and progress toward achieving educational goals.
- **Site Based Decision Making Committee (SBDM):** The SBDM is a collaborative group a an individual school with representative voices from administrators, teachers, parents, business/community members and central office staff. The purpose of the site-based decision-making in FWISD is to make informed decisions which will ultimately improve the level of student achievement for all students in all schools. The role and responsibility of the SBDM is to provide input to the principal. By law, the SBDM must review and sign off on the campus' educational improvement plan which is completed annually.
- **Campus Climate Surveys:** Annually at each campus in the district a survey is given to all professional staff as well as students (grades 6-12) to gauge the climate of the campus. This survey measures strengths and weaknesses in a campus as perceived by these critical stakeholders. There is critical analysis of the levers of respect, support, effective leadership and recommendations for improvement. Additionally, there is a parent survey which also gauges their important feedback.
- **District Instructional Survey (DITS):** The DITS survey is also conducted annually with principals. The focus of the DITS is to inform both campus and district leadership of teacher perceptions of the impact and quality of instructional strategies. Principals and key district staff review the results of the DITS to adjust investments, enhance implementation plans and to develop appropriate ongoing supports.

For the planning process for this grant, the feedback and priorities defined by the planning tools above were considered and reviewed to develop priority areas of investment. The principal then assembled a planning team from his/her campus to confirm individual transformation plans.

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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.

FWISD will create a dedicated office with primary responsibility for supporting the campus' school improvement efforts, staffed by the District Shepherd and a Turnaround Coordinator, to foster the conditions and capacity for rapid school improvement. Additionally, as a part of the district commitment to transformation, each of the campuses will have an Operations Manager in their building to assure constant communication between stakeholders and district offices for full implementation of the activities to be performed in the grant. Each of these staff persons will be responsible not only for assisting with grant implementation, but with training and development of campus staff and infrastructure to ensure that transformation is maintained for the future.

Implementation of district policies can at times be restrictive to attempts to foster rapid and transformative developments. Understanding that the most effective strategies for achieving higher student achievement involve needs-based, integrated improvement planning (Schmoker, 2006), FWISD is committed to providing schools with flexibility in implementation of practices that facilitate transformation, including the coordination of goals and objectives with all the resources available, the autonomy of budgeting and expenditures, and streamlining processes such as purchasing, travel and recruitment and hiring.

Specific practices for review and implementation personalized for the needs of each campus include the use of Consolidated Resource Management strategies. District Shepherd and Operations manager will use these tools to support school transformation with improved planning capabilities, especially integrating the schools' activities with all the funding resources available to the campus, providing an at-a-glance project tool that allows the Decision Making Team regularly review the plan, funding sources and budget status. This greater emphasis on campus management will provide benefits far beyond the term of the grant, and result in true transformation of campus operations.

As an integral part of consolidated resource management, transformation campuses will have greater autonomy in the use of budgets. Principals have often been hampered in access to funds for activities implementation under the presumption that they cannot judge appropriate use of funds, particularly with Title I and other grant funds. With the use of consolidated management tools, and coordination support through the monthly grant management meetings with the transformation team, the principals and campus decision-making team will receive guidance to build capacity and give the school the flexibility and autonomy in the use of funds, with no prior approval required up to \$5,000 per purchase.

In the planning process for this application campuses expressed great need for streamlining purchasing processes. For example, a more effective practice is needed to organize travel processes with the purchasing department for fund distribution and reconciliation procedures. The District Shepherd will assist the purchasing department with implementation of strategies to facilitate this and other procedures to improve campus capability for timely expenditure of funds and fulfillment of grant requirements to ensure campus transformation projects are carried out.

Each of these initiatives, while district policy and business practice oriented, are based on the expressed need by campuses for greater autonomy in academic programs, professional development, class scheduling (including extended day and year), and other practices that can assure long-term gains in academic achievement. By changing the procedures related to planning and expenditures, campuses are better able to focus their resources on the specific needs of their students. At monthly grant management meetings, campus stakeholders will have the opportunity to review progress, express concerns and request assistance in areas of need, and plan for revisions and adaptations of district procedures to ensure fidelity of implementation of all grant initiatives.

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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.

A. Infrastructure Provided with Grant Funds	B. Sustainability from Other Fund Sources	
	(1) Major Activities/Expenditures/ Human Resources	(2) Strategies and Potential Sources
<p>Basic framework provided with grant funds includes expenses associated with:</p> <ul style="list-style-type: none"> • Personnel – Project coordinator, internal evaluator, training pay, tutors, project development specialist, substitute teachers • Professional Contracted Services –Curriculum/instructional programs, external staff trainers, equipment installation, marketing • Supplies – Administrative and classroom, computers and printers, campus curriculum and program aids • Other Operating Costs – Required grant travel, student incentives, training, membership fees 	<p>Activities, expenditures, and human resources used from other fund sources are associated with:</p> <ul style="list-style-type: none"> • Personnel –Secondary School Leadership staff, Math and Science Administrative staff, Campus Administration, Evaluation Coordinator, Grants Director, Budget & Accounting staff • Professional/Contracted Services – maintenance/repair of equipment, utilities, facilities, audit expenses • Supplies – General supplies, current curriculum and program aids, reading materials, • Other Operating Costs – Facilities, student snacks, student transportation • Capital Outlay – Computer labs, copiers, phone system enhancements, furniture 	<p>Strategies and potential sources include:</p> <ul style="list-style-type: none"> • Build collaboration with local businesses, community based organizations, and other institutions of higher education thus acquiring additional resources from collaborators. • Conduct an extensive evaluation plan to help refine the program, thus identifying the activities that show merit and should be sustained. • In-kind cost sharing from local funds. • Coordination between funding sources e.g., state and federal compensatory and discretionary funded programs. • Development of volunteer and mentoring base. • Aggressive state and federal grant development efforts. • Establish a FWISD Education Fund to receive tax deductible individual, corporate, and foundation donations in support of grant programs.

Any funding gap experienced by the District may be addressed through various methods by leveraging and reviewing funds from additional sources e.g., Title I funds, local budget, Special Education, Compensatory Education, and Quality Funds.

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Part 2: Project Management Cont.

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

The CAMPUS PRINCIPAL will serve as the grant project manager. Qualifications include prior grant management experience; Texas teaching certification; mid-management certification; bachelors and master's degree in Education; and multiple years of overall experience in education. In addition, the principal will act as the lead for all project goals and will support campus Leadership staff in the implementation of the campus wide turnaround program. The Campus Principal will oversee all program monitoring which will include, but not be limited to: (1) site visits; (2) email and phone communications; and (3) reviews of budget runs. Internal quantitative and qualitative evaluations, both formative and summative, will be shared monthly with the Management Committee to discuss findings and make recommendations for improvement. At the campus level, involved staff will meet as needed to ensure activities are implemented; professional development is planned, contracts follow board of education procedures and implement all other programs established in the Transformation Plan.

The Project Development Specialist will oversee compliance, provide proposal and budget clarification, and prepare amendments to the application as necessary. The Project Development Specialist will be highly experienced in grant/project management and will evince a skill set likely to aid in the efficient and effective implementation of the proposed program. The District Shepherd will serve as the grant owner. The District Transformation office as directed by the shepherd will be responsible for ensuring that all aspects of the grant application are adhered to and to provide district level assistance where required. The District Transformation Office, the Program Evaluator and Project Development Specialist will support the Campus Leadership team in completing all quarterly compliance reports.

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Part 2: Project Management Cont.

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

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

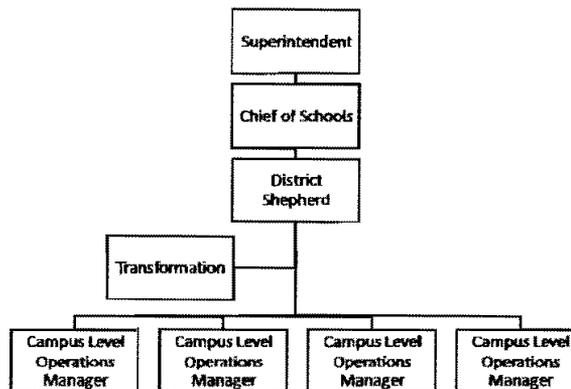
As described in Part 2A Management, FWISD commits to implement a Transformation Office, which will provide concentrated and coherent resources and expertise to priority schools identified through this application award. The office will be connected with other district efforts, but will provide a unique and specialized service with a coherent system of support that provides differentiated services appropriate to each school. FWISD will identify senior staff to direct and coordinate the district's Transformation efforts. The responsibilities of this person will include: oversight of the transformation process, ensuring responsiveness to campus needs from administrative offices; provision of a direct line of communication with the Chief of Schools, assisting in eliminating any district-level barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus (The Center for Comprehensive School Reform and Improvement, 2009). This office will provide schools with the "appropriate operating flexibility, resources and support required to reduce barriers and overly burdensome compliance requirements and to enable a schoolwide focus on student needs and improved achievement" (Mass Insight, 2009).

The **District Shepherd** will

- Ensure the campus is provided operational flexibility
- Ensure effective implementation of all components of the transformation process
- Monitor the progress of 90-day action plans
- Communicate regularly with the transformation campus
- Attend scheduled meetings with the transformation campus
- Remove LEA barriers that may hinder the transformation process
- Provide support and feedback to the principal and teacher leaders when needed or requested
- Take an active role in problem-solving with the principal and teacher leaders
- Attend campus leadership meetings
- Assist in the replacement and recruitment of qualified staff
- Assist in efforts to increase community and parental involvement
- Support the placement of social service resources at the campus
- Partner with campus to generate a positive school culture
- Attend required trainings

The **Transformation Coordinator** will support the District Shepherd and

- Assist the District Shepherd with development of management tools and strategies to assist campuses with Transformation
- Support implementation of activities as planned
- Assist campuses in understanding changes in processes and practices
- Provide support in the processing of administrative documentation, keeping the Principals and Operation Managers informed of status.
- Supports management of funds in the Transformation Office
- Provides timely, efficient response to campus needs at all times



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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).

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

Based on evaluation findings, FWISD is committed to the sustainability of gains made through TTIPS activities. In the past, the District has been successful in identifying funding sources to support the initial phases of the reform process. State and Federal grant funds have been key, and FWISD plans to continue to aggressively seek additional grant awards, as detailed in the comprehensive sustainability plan (below). The TTIPS management committee, facilitated by the Executive Director of Grants and Development, will lead the search for funding to support aspects of project that require ongoing funding. The Chief of Schools and Chief of Curriculum and Instruction will ensure that research-based system reforms will continue to be implemented with fidelity after the grant ends. The primary aspect of this project that will ensure sustainability of reforms is that the activities and research-based models selected are based on building capacity for **systemic** progress and growth. The skills and knowledge gained by school leaders, teachers, and parents will be key "capital investments" that will continue paying dividends in student achievement after grant completion.

Due to effective, efficient, and quality-centered methods of grant management, many grant projects in the FWISD have had a lasting positive impact on the District, introducing sustained and systemic change. Implementation of TTIPS is a top priority of FWISD's board and administration, and every effort will be made to see that it is funded past the completion date of the grant period through its partners, the community, and state and federal funding sources.

TTIPS Funding Sustainability Plan

Develop: Mission, Vision, Case for Support	Talk with staff, donors and community partners and stakeholders about outcomes of year 2. Review progress toward reform and financial goals, who will benefit, who else needs to be involved. Review community needs and trends, revise transformation plans and vision as necessary. Develop annual report to summarize progress and attract supporters.	August 2012
Research and identify potential stakeholders/prospects	Research corporations, local businesses, foundations other givers who have an interest in school reform. Look for influential people who are stakeholders to act as program champions. Build advisory committee with business leaders and other local influential community members. Ask for feedback from any corporation or foundation that did not fund. Use contact to build future relationship. Solicit ideas from partners, staff, volunteers, advisory committee about contacts they might have to potential givers with shared interests.	September-October 2012
Communicate with stakeholders	Talk to local businesses about how school reform can benefit their interests. Ask for their involvement. Review and revise marketing plan. With staff and advisory committee, discuss financial and reform goals. Identify budget items that could be provided in-kind by partners, funders, other stakeholders. Brainstorm other means to provide them. Select methods for fundraising/resource gathering for the year. Determine whether to repeat last year's methods. Use more than one fundraising method (grant writing, direct mail, special event, in-kind resource gathering, phone-a-thon, personal solicitation). Cultivate current and new relationships with media. Craft messages. Announce fundraising campaign's progress. Highlight accomplishments. Share credit with partners.	September-December 2012
Continue to cultivate prospects	Invite prospects, donors to tour program, review accomplishments, suggest improvements. Ask them who else should be involved. Ask them to be involved in new ways. Match language and outcomes to prospect's interests. Send thank-you notes for meetings, contacts, donations. Talk with partners about resources available to meet common goals and defray expenses	November 2012 - ongoing
Create buy in	With fundraising committee, ask for donations, share solicitation responsibilities. Invite press to cover progress, highlight participants and outcomes. Plan on-going meetings with fundraising committee. Celebrate successes. Send thank you notes and copies of press coverage to all committee members, prospects, and donors.	December 2012 - ongoing
Make the ASK	Implement—write and submit grants, develop mailing list and pitch for direct mail, meet with prospects—ask for specific support.	October-December 2012
Follow-up	Confirm pledges, arrange for payments to be recorded, follow up on grant requests. Schedule to re-contact donors to thank and update on progress, build mailing list. Plan next part of fundraising effort.	November 2012-ongoing
Be a Good Steward	Continue to cultivate current partners and new stakeholders through: • Offering opportunities for continued involvement in shaping the program • Sharing the credit; • Celebrating small successes; • Making sure donors are updated, invited to be involved in new ways.	January 2013-ongoing

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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).

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

Although current research does not provide a clear list of the most critical characteristics of high quality external provider services, five characteristics do appear consistently in the research. These qualities are thought to be the most relevant for schools in the process of evaluating the quality of multiple external providers. In order to avoid the failures experienced by so many schools, as we recruit, screen and hire external providers for this project, the FWISD management team will make sure the provider offers services that have the following characteristics:

- **Alignment with established goals.** All plans and activities should be aligned with goals that were established by the school during the needs assessment and school and district improvement processes.
- **Part of a long-term strategy.** The provider's services should be offered as part of a long term strategy for improved student learning. The provider should be candid about the fact that making changes to affect student learning is a complex and difficult task that takes time.
- **Customized.** The provider should be prepared to tailor its approach to the school's unique circumstances and needs. It should have a viable plan to get buy-in from key stakeholders.
- **Research based.** The provider's approach should be backed by evidence that it gets desired results in similar circumstances. Ideally, this evidence should come from scientific research, but often no such research exists. In such cases, evidence could take the form of strong anecdotes of effectiveness, references from successful users of the approach, and other indications the approach is "best practice."
- **Capacity building.** All services should be delivered with a strategy for training the school to be able to practice and assess these skills independently. The provider should have a plan for building capacity at the school and evidence that it has accomplished this goal in the past. These capacity-building activities could take the form of a trainer-of-trainers model, annual "brush-up" trainings, and/or co-development of programming with a site-based professional development design team.

Strong Selection Process

After going through the intensive process of determining a vision for the school, performing a thorough needs assessment, and understanding the characteristics of high-quality services, the grant development committee members will be in a position to build the framework for a strong selection process.

Based on the district's successful implementation of School Improvement Program grants and others, the district will recruit appropriate vendors who are able to meet clearly articulated bid requirements and provide appropriate plans to meet timelines and milestones for implementation of the selected programs.

The FWISD, as well as all other school districts in the State of Texas, is governed by a state competitive bid law. The purpose and the intent of the competitive process is to help FWISD obtain the best value for goods and services by stimulating competition and providing a level playing field. Therefore, the majority of FWISD purchases for contracted services is done via competitive procurement. A sole source purchase can be made without the benefit of a competitive process when there are no other items available in the marketplace that have the same fit, form and function as the items being purchased. Quality vendors with a good track record of results will be selected to work with the school and district.

All external providers selected for the project will enter into a partnership with FWISD to implement an already established, systematic plan for execution. Based on its experience, the provider should know what components of its services should receive the initial focus and how and when the other components will eventually be introduced. If the provider has modified its plans to fit the circumstances or preferences of this school, it still should have an overarching implementation strategy that is made clear to the school and the district at the beginning of the partnership.

To ensure results, the implementation plan should include provisions for periodic evaluation and rethinking of the implementation strategy. Schools, districts, and providers are all dynamic systems that should respond to new situations and research. It is possible an implementation strategy designed two years previously may no longer be the most effective strategy. Therefore, any implementation plan should remain flexible enough to respond to new environments or new information. By maintaining open and frequent communications,

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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).

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.

School staff will conduct site visits to other campuses successfully implementing the transformation intervention model with guidance and technical support from the School Improvement Resource Center (SIRC) and based on site visit selection criteria developed during the planning stage of the grant program.

FWISD site visit selection will be informed by the practices and resources of the **International Center for Leadership in Education** and the **Successful Practices Network** which provides a way for K-12 educators to share strategies, practices, research, data and experiences. In addition, district and campus staff attend annually the Model Schools Conference which features model high schools, middle schools, elementary schools, and CTE programs that are highly successful at providing every student with a rigorous and relevant education. At the conference, campus leaders will have the opportunity to learn about the nation's highest performing and most rapidly improving schools and will guide the decisions about locations and the expected outcomes of the site visits to be conducted.

Steps to a Quality Site Visit

Identify Purposes of Site Visit

- Involve key stakeholders (e.g., funder(s), project staff, project beneficiaries)
- Determine the site visit purposes
- Align planning with the site visit purposes

Select Sites and Visitors

- Define a site
- Establish site selection criteria
- Involve key stakeholders in establishing the criteria
- Select the potential sites
- Apply the selection criteria
- Initially select more sites than needed
- Finalize the site visit dates
- Work with the sites' schedules first—let them propose dates convenient for them.
- Develop an optimal schedule (i.e., does not overburden the sites or the site visitors)
- Allow enough time in your schedule planning for site information to be collected and then dispersed to the site visitors, the site visitors to review this information, preparation of the site visitors, and the visits

Prepare Protocols

- Develop protocol content
- Assign responsibilities for note taking, data gathering, etc.
- Set a schedule ensuring that activities appropriate for the site visit purposes are provided. These may include interviews, facility tours and classroom observations

Evaluate Site Visit/Expected Outcomes

- Analyze the data
- Organize notes from site visit
- Identify themes and impressions
- Aggregate data across sites if needed
- Write the report
- Divide report sections among team members
- Ensure timeliness when working with a team

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Part 2: Project Management Cont.

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

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

N/A

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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.

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FWISD developed a TTIPS district decision-making team that includes:

- Superintendent of Schools
- Chief Academic Officer
- Chief of Schools
- Associate Superintendents of Secondary and Elementary Leadership
- Executive Director of Leadership Development & Support
- Executive Director of Grants and Development, Management and Monitoring
- Executive Director of Strategic Initiatives
- Director of Evaluation
- Grants staff

Through a series of meetings, the team reviewed the four models, the data on the fifty-three eligible FWISD schools, and responded to the “narrowing questions” provided by Texas Education Agency (TEA) from the TTIPS grant overview session packet. After a thorough and comprehensive review, the district’s decision-making team prioritized the eligible campuses.

Twenty-one FWISD campuses were identified to apply for TTIPS funding based on the following criteria:

- at least one of the state identified “Tier I” or “Tier II” FWISD campuses
- in need of improvement, corrective action, or restructuring
- greatest need for the funds
- strongest commitment to use the funds to provide adequate resources to raise substantially student academic achievement
- posed to make adequate yearly progress and exit improvement status
- currently implementing in part the Transformation model within the last two years and plan to continue and complete the implementation of the intervention model with the TTIPS grant funds

After the narrowing process was completed, the campus principals were brought together to participate in an overview meeting of the TTIPS grant program. Grant staff utilized the information provided in the TTIPS grant information packet prepared by SIRC to thoroughly inform the campus leadership of the requirements of the grant opportunity with special attention given to the analysis of the four models. The recommendation of both campus and district leadership was to consider the Transformation Model for campus turnaround as it provided opportunities to impact adult behavioral change that will provide capacity for long-term academic growth and student success.

Grants staff created a TTIPS Transformation Model Planning Tool that assisted the campus-based planning teams in the necessary discussion and analysis of the Transformation Model and additional improvement activities to complement the model. The campus principals and the campus planning teams with support from district staff met on at least two occasions during the grant development process to respond to the questions posed in the application and to review Critical Success Factors and determine activities, rationale and research for each strategy selected as part of the TTIPS grant proposal.

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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).

Before full implementation, the campus staff will complete all early implementation activities including successful completion of the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, with support from TEA technical assistance. The Model Selection and Description report will be submitted to TEA **no later than February 1, 2011**. The following activities will be completed by that time: i) complete 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, and v) development of timeline with grant activities. **The campus team 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.**

During the planning period, FWISD district staff will: Develop and increase teacher and school leader effectiveness; Replace the principal who led the school prior to commencement of the transformation model; and Use rigorous, transparent, and equitable evaluation systems for teachers and administrators.

The Transformation model for campus turnaround has been chosen because of its emphasis and alignment to the key FWISD and campus **goal** of emphasis on **adult behavioral change** that will provide capacity for long-term academic growth and **student success**. Specific campus **objectives** (with rationale) developed to address gaps, barriers and weaknesses and project responses, aligned to the required and permitted activities of the transformation model include:

- 1. Improve fidelity of implementation of existing programs and systems:** Systems exist within the district for various needs such as data use (DataSmart Dashboards), Response to Intervention, Curriculum Framework, Staff Evaluation, Value-Added Incentives, etc., but results have not been as great as research would indicate due to issues with faithful execution of interventions. This grant will provide for additional staff assistance for training, monitoring, communication and program implementation to maximize adult actions to achieve positive results for students. Additional support for the campus at the district administration level will be provided through the **District Shepherd and Transformation Office** to ensure that data and systems are responsive to the needs of the campus.
- 2. Increase planning and professional development:** Teachers and school leaders have expressed need for additional time for vertical and horizontal planning, and professional development for greater understanding and facility of use with data and program tools as mentioned in #1. This grant will provide extended hours and days for targeted campus level professional development, data-based planning, and weekly grade-level and core content meetings to ensure maximum academic gains.
- 3. Improve parent participation:** Parent-school and school-parent communication deficiencies hamper the ability of families to be full partners in ensuring student success, as affirmed by both teacher and parent surveys. This grant will provide funding for full-time parent liaisons to assist with targeted programs to improve family participation, including translation services, Spanish instruction for teachers and English instruction for parents, and a parent center where a computer and supplies are available for parent volunteers and for parents to assist students. As requested by teachers, professional development will also be provided on techniques for working with parents.
- 4. Increase student-centered learning time:** Through data analysis, extended day and extended year programs will be targeted to groups of children who are lagging behind in achievement, with specialized learning tools and very low student/teacher ratios to ensure academic success for students not achieving at grade level. Additionally, teacher aides will be provided for K-1 classrooms to increase opportunities for focused "table time" by teachers with selected groups of students. Appropriate technology will be supplied to allow for greater participatory, student-centered learning, with support for instructional technology.

The campus has demonstrated need and commitment to implement all required and many of the suggested strategies outlined in the TEA Transformation Model, aligned to the objectives listed above. The campus has chosen the extended planning model for implementation with TEA/SIRC guidance and assistance with the campus snapshot, comprehensive needs assessment and planning time scheduled in the Fall of 2011. It is anticipated that more detailed and specific goals and objectives will be developed as a part of this process. Specific alignment of needs to proposed research-based strategies and interventions are found in the Improvement Activities and Timeline Section, Part 3,D of this application.

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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).

The school will recruit an Operations Manager that will coordinate with the Transformation Office and the District Shepherd in the implementation of the model, and will provide an additional campus staff person dedicated to support TTIPS funded activities. This position will also coordinate the campus planning and support the principal and the Transformation team in maintaining the communication between all members of the campus. The person in this position will have access to budgets and participate in the monthly meetings in order to support the finances at the campus level. TTIPS funds will be utilized to create a Director of Immigrant Transition Position which will be housed at INA and will manage relationship between Catholic Charities/FWISD and newly arrived immigrants, serves as liaison for newly arrived families transitioning into INA and the community, facilitate and monitors the transition of INA students from INA to Middle School Language Centers and Success, facilitate and monitor the implementation of the redesigned Middle School Language Centers, Assist with design, implementation, and monitoring of new High School Language Center model and assist new principal of INA with all transition issues.

Some of the transformational strategies the campus will consider expanding and extending through the implementation of the TTIPS grant program include:

Adopting a Performance Based Compensation System

A Performance Based Compensation System is currently being piloted at 15 schools within the district. The model is driven by the philosophy that 'teaching is a team sport' and was specifically designed to reward teacher collaboration and collective capacity building to benefit all students. The model creates opportunities for all teachers to earn rewards through four tiers of award: 1) Campus Team 2) Grade-Content Teams 3) Content Team (Vertical Articulation Synergy) 4) Grade Level Team (Cross-content planning Synergy). Through this model all instructional professional staff is eligible to earn rewards including the principal. Teachers are eligible for a greater total reward to communicate the assumption that teachers are the single most important factor in moving student achievement. Teams are rewarded for accelerating student growth as measured by the SAS value added metric. Additionally, there is an opportunity at the high school level for an 'AP Bonus' for all teachers within a content area based on the amount of movement in the average AP score in a content area.

The current PBCS model has been widely supported by both teachers in the pilot campuses as well as by the district's employee organization, United Educators Association. In the current pilot, there have been positive results including significant improvement in campus culture as measured by teacher climate surveys, academic gains and retention rates. The pilot has provided an opportunity to build capacity within the district to manage performance related compensation as well as raising critical questions about the model design and implementation. TTIPS campuses considering the adoption of the PBCS model will engage in a planning year to collaboratively address concerns and improve the established district performance rewards model. The planning year would provide important opportunity to engage teachers and other campus staff to both build awareness and understanding of the rewards model but also to solicit their input and guidance in making these improvements.

Implementing Recruiting and Retention Incentives

Also as part of the PBCS model pilot, the district has been piloting the use of financial incentives to attract and retain highly effective teachers to traditionally hard-to-staff campuses. The current incentives model is aligned to market supply and demand considerations—teachers who teach in areas and at levels which are scarcer in supply are eligible for a higher level of incentive. For example a high school science teacher is awarded a higher level of incentive than an elementary art teacher to reflect the challenge to attract the teacher. Teachers are able to earn from \$1000 to \$4000. This additional compensation allows a campus to differentiate teachers and to motivate movement and retention at their campuses. The implementation of the incentives model would be reviewed during the planning year with a thorough analysis of the market and campus needs.

Improving Recruiting and Selection Processes for Campus-Based Hiring

The most critical instructional decision that a principal can make is who they choose to hire for the classrooms in their building. To that end, this campus could benefit from improved innovation, rigor and capacity around key recruiting and selection efforts. There are a number of factors that contribute to the campus and district level challenges including the shallow pool of available candidates in high needs areas, local recruiting pipelines which are not held accountable for quality teachers, campus capacity to effectively market their individual strengths and offerings and inconsistent principal skill to conduct meaningful interviews. This campus will use the planning year to better define specific opportunities to improve recruiting efforts by engaging in strategies and services such as: developing new pipelines for talent through strategic partnerships with Teach for America and The New Teacher Project; conducting professional development to build capacity in the campus administration team around talent management and effective interviewing and leveraging technology and social media tools to improve the campus brand and marketing capacity.

Using SES Services to Support Transformation

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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).

The school has selected to do the extended timeline of the Tier III Modified Transformation Model, as follow:

Timeline	Milestones
August 2011	<ul style="list-style-type: none"> • Notification of Grant Award for Tier I campus • Hiring of District Shepherd and transformation coordinator at district level • Hiring of the Operations Manager at the school level • Transformation team at the campus level is selected and begin meetings to complete the Model Selection and Description Report • Hold monthly management meetings with district members to monitor implementation • Initiate contacts with SIRC and Region XIII for services to be provided during the grant. • Initiate contracts with other providers as needed.
October 2011	<ul style="list-style-type: none"> • Notification of Grant Award for Tier III campus • Hiring of the Operations Manager at the school level • Hold monthly management meetings with district members to monitor implementation • District/campus snapshots • Quarterly Advisory meetings
November 2011	<ul style="list-style-type: none"> • Quarterly Implementation Report due to TEA for Tier I campus • Hold monthly management meetings with district members to monitor implementation
December 2011	<ul style="list-style-type: none"> • Hold monthly management meetings with district members to monitor implementation • Finalize comprehensive needs assessment • Identify community partners • Make decision about principal replacement for implementation during spring semester
January —May 2012	<ul style="list-style-type: none"> • District will implement state required procedures for 1) bidding, contracts, and procurement of services, and 2) evaluation and hiring of necessary staff to implement staffing requirements of model selected • On-going Technical Assistance • February 1, 2011, Campus submits Model Selection and Description Report; if not submitted previously • Hold monthly management meetings with district members to monitor implementation • Plan for school-wide planning conference to increase staff participation in the school transformation, to promote team building, to implement data analysis, to plan for embedded professional development • Complete 90 - days action plan • Quarterly Advisory Meetings
June – July 2012	<ul style="list-style-type: none"> • Attend Summer Seminar trainings • Implement school wide planning conference

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August 1, 2012	<ul style="list-style-type: none"> • End of Year 1 Implementation Report due to TEA • Campus begins full implementation of the intervention model • Turnaround team and Operations Managers are responsible to collect data • Hold monthly management meetings with district members to monitor implementation
September - December 2012	<ul style="list-style-type: none"> • Complete 90 - days action plan • Hold monthly management meetings with district members to monitor implementation • Quarterly Advisory meetings
January - May 2013	<ul style="list-style-type: none"> • Complete 90 - days action plan • Hold monthly management meetings with district members to monitor implementation • Quarterly Advisory meetings
June – July 2013	<ul style="list-style-type: none"> • Attend Summer Seminar trainings • Implement school-wide planning conference to review and revise needs assessment, professional development plans and develop plans fro classroom interventions • Attend NSDC Summer Conference
August – December 2013	<ul style="list-style-type: none"> • End of Year 2 Implementation Report due to TEA • Hold monthly management meetings with district members to monitor implementation • Complete 90 - days action plan
January - May 2014	<ul style="list-style-type: none"> • Complete 90 - days action plan • Hold monthly management meetings with district members to monitor implementation
June 30, 2014	<ul style="list-style-type: none"> • Grant end date
July 31, 2014	<ul style="list-style-type: none"> • Final Implementation Report due to TEA

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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.

1	Transformation Team
2	District Leadership
3	District Bilingual Department
4	Campus Assistant Principals
5	Teachers
6	Counselors
7	Campus Consultants
8	Parents
9	Students
10	Community Members

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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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Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	<p><u>Improve Student Achievement in Reading/ELA</u> by requiring on-going daily oral language and reading comprehension assessments, periodic Curriculum-Based Assessments (CBAs) and daily departmental/ team discussions about data using specific protocols designed to elicit analysis of data, identification of trends, and decisions about individual student needs/interventions.</p>	<p>Assessment of growth in reading proficiency of recent-arrival ELLs cannot be limited to giving periodic standard reading comprehension tests. It must involve assessment of growth in oral English proficiency as well as assessment, through on-going observational methods, of reading behaviors and skills, and it must be continual and consistent in order to identify "markers" of growth as the student gains more understanding of the English language and can demonstrate more understanding of English text.</p>	<p>Francis, David J., Hector Rivera, Nonie Lesaux, Michael Kieffer, and Mabel Rivera. 2006. <i>Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers</i>. Full text available at http://www.centeroninstruction.org/files/ELL2-Newcomers.pdf.</p>	10/11	6/14
1A	<p><u>Improve Student Achievement in Reading/ELA</u> by engaging INA ESL/Reading teachers in the improvement of ESL/Reading CBAs and "Progress Check Products" (PCPs) throughout the year.</p>	<p>Engaging teachers in analyzing and improving CBA test items will serve three purposes:</p> <ul style="list-style-type: none"> • provide more clarity for teachers in understanding SEs and ELPS being tested • promote deeper knowledge of teachers about what/ how to teach • improve individual test items 	<p>Gottlieb, M. H. 2006. <i>Assessing English language learners: bridges from language proficiency to academic achievement</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Seidlitz, John, and Bill Perryman. 2010. <i>Navigating the ELPS: Language arts and reading</i>. San Antonio, TX: Seidlitz Education.</p>	11/12	6/14

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Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A 1B	<p><u>Improve Student Achievement in Reading/ELA</u> by engaging teachers, with support and guidance from Quality Teaching for English Learners (QTEL) consultants, in regular discussions throughout the year around ELA disciplinary literacy and ELL instructional strategies (with discussions designed to raise overall knowledge of teachers of their subject area and field, and thus, level of instruction in the classroom).</p> <p><u>Note:</u> See CSF 7 for detailed information about the QTEL project during the 3-year period.</p>	<p>In the context of public school, teaching newcomers effectively requires teachers to be able to adapt curriculum to meet the English proficiency levels of the students but to do so in a way that maintains grade-level demands. This can be a fine line for a teacher to “walk” and can sometimes result in what is known as “watered-down” curriculum. With support and guidance from QTEL consultants, however, INA teachers will receive on-going PD in their disciplines so that they learn how to support the linguistic needs of students while still maintaining a challenging level of conceptual and academic literacy demands. This PD will contribute to the strengthening of teachers’ subject matter knowledge, their knowledge of pedagogy related to ELLs, and their ability to enact effective teaching - - with everything resulting in higher student achievement.</p>	<p>Walqui, Aida, Nanette Koelsch, Leslie Hamburger et al. 2010. <i>What are we doing to middle school English Learners? Findings and recommendations for change from a study of California EL programs</i> (Research Report). San Francisco: WestEd. Full text available at http://www.wested.org/online_pubs/PD-10-02-full.pdf.</p> <p>Walqui, Aida, and Leo van Lier. 2010. <i>Scaffolding the academic success of adolescent English language learners</i>. San Francisco: WestEd.</p>	8/11	6/14

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Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A 1B	<p><u>Improve Student Achievement in Reading/ELA</u> by developing a curriculum map based on the FWISD Curriculum Framework to result in (1) clear articulation of INA beginning-level ESL/Reading courses with all content-area courses at INA and between courses at INA and intermediate-level ESL/Reading courses at home campuses, (2) identification of key concepts and academic vocabulary within/across courses at INA, and (3) clear alignment of course content with ELA CBAs, TELPAS assessments, LAT-Reading assessments, and English EOCs.</p>	<p>Having clear horizontal and vertical articulation of courses within and across disciplines is essential to achieve desired student outcomes, no matter the student population or the program involved. For INA, clear articulation is even more critical in that INA "feeds" students into 18 FWISD middle and high schools, must ensure strong curriculum connection to the programs in those schools, and generally has only two semesters' worth of instructional time to prepare newcomers to enter the programs on the home campus. As an added variation to common curriculum mapping practices, it is also crucial that INA identify key academic concepts and vocabulary within/across disciplines so that the newcomer students it serves will receive strong academic language development instruction in all disciplines without unnecessary overlap. Aligning all course content to assessments further ensures that instruction will focus on the concepts, skills, and language needed for success in school.</p>	<p>Division of Accountability Governor's Best Practice Center. 2000. <i>A Study of effective practices in Virginia schools: Educator's perspectives of practice leading to student success</i>. Richmond: VA. Full text available at http://www.westiam.org/Docs/CM/VirginiaFullReport.pdf.</p> <p>Short, Deborah J., and Shannon Fitzsimmons. <i>Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York</i>. 2007. Washington, DC: Alliance for Excellent Education. Full text available at http://www.all4ed.org/files/DoubleWork.pdf.</p>	8/10	6/11

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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
1C	<p><u>Improve Student Achievement in Reading/ELA</u> by establishing the culture, abilities, and system for monitoring curriculum content and delivery (system to involve teacher self-assessment; teacher videos; observation/ coaching by ELA Lead Content Teacher and INA administrators; training/support by QTEL; and mechanisms for sharing monitoring results, both with individual teachers and with INA faculty as a whole).</p>	<p>Rather than treating the practice of monitoring as something done to teachers by "outsiders," the INA model intends to change the culture -- the thinking -- about monitoring so that it becomes a tool or process for determining where "we" are in accomplishing our goal: student achievement. The INA monitoring model will include self-monitoring as well as "other"-monitoring (through observation/ coaching), and will include group sharing of results and group problem-solving designed to foster collegial support and group ownership of a common vision: to get better at teaching and learning.</p>	<p>Chris Dolejs. 2006. Report on key practices and policies of consistently higher performing high schools. Washington, D.C.: National High School Center. http://www.betterhighschools.com/docs/ReportOfKeyPracticesandPolicies_10-31-06.pdf.</p> <p>Walqui, A. and Leo van Lier. 2010. <i>Scaffolding the academic success of adolescent English language learners</i>. San Francisco, CA: WestEd.</p>	11/12	6/13

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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
1B	<p><u>Improve Student Achievement in Reading/ELA</u> by maintaining ELA Lead Content Teacher role as a part of the district's ELA Lead Content Teacher cadre so that INA's connectedness to ELA instruction in general is preserved, while tailoring specific responsibilities of the INA ELA Lead Content Teacher to match QTEL responsibilities.</p>	<p>Given its unique student population (newcomers), INA is in a "fine line" situation of needing to provide courses tailored to the linguistic/cultural needs of the students, needing to have specialized professional development, and needing to operate on special calendars and daily schedules suited to its students - - all while being an entry point into other FWISD schools. Maintaining the link to regular campuses through the Lead Content Teacher cadre is one way to ensure that INA remains connected to other schools and to the thinking and initiatives in these schools.</p>	<p>Horwitz, Amanda Rose, Gabriela Uro, Ricki Price-Baugh, Candace Simon, Renata Uzzell, Sharon Lewis, and Michael Casserly. 2009. <i>Succeeding with English language learners: Lessons learned for the Great City Schools</i>. Washington, D.C.: Council of Great City Schools. Full text available at http://www.cgcs.org/publications/ELL_Report_09.pdf.</p> <p>Chris Dolejs. 2006. Report on key practices and policies of consistently higher performing high schools. Washington, D.C.: National High School Center. http://www.betterhighschools.com/docs/ReportOfKeyPracticesandPolicies_10-31-06.pdf.</p>	8/11	6/14
1A	<p><u>Improve Student Achievement in Mathematics</u> by requiring on-going use and analysis/discussion of various types of assessments (including district Curriculum-Based Assessments and "Progress Check Products" [PCPs]) appropriate for assessing both language and mathematics skills/concepts, ultimately to result in a bank of mathematics assessments to be used at INA.</p>	<p>Assessing the concepts/skills in mathematics (through English) of students who speak little/no English is challenging. Teachers can never be quite sure if poor results on assessments are due to lack of math skill or lack of proficiency in English. However, establishing a system for administering math assessments (including district Curriculum-Based Assessments), discussing results (in terms of both language and content), and charting progress over time will provide insight into individual student achievement and, ultimately, production of specific math assessments to be used at INA.</p>	<p>Gottlieb, M. H. 2006. <i>Assessing English language learners: bridges from language proficiency to academic achievement</i>. Thousand Oaks, CA: Corwin Press.</p>	10/11	6/14

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A 1B	<p><u>Improve Student Achievement in Mathematics</u> by engaging teachers, with support and guidance from Quality Teaching for English Learners (QTEL) consultants, in regular discussions throughout the year around mathematics disciplinary literacy and ELL instructional strategies (with discussions designed to raise overall knowledge of teachers of their subject area and the field of ESL, and thus, the level of instruction in the classroom).</p> <p><i>Note:</i> See CSF 7 for detailed information about the QTEL project during the 3-year period.</p>	<p>In the context of public school, teaching newcomers effectively requires teachers to be able to adapt curriculum to meet the English proficiency levels of the students but to do so in a way that maintains grade-level demands. This can be a fine line for a teacher to “walk” and can sometimes result in what is known as “watered down” curriculum. With support and guidance from QTEL consultants, however, INA teachers will receive on-going PD in their disciplines so that they learn how to support the linguistic needs of students while still maintaining a challenging level of conceptual and academic literacy demands. This PD will contribute to the strengthening of teachers’ subject matter knowledge, their knowledge of pedagogy related to ELLs, and their ability to enact effective teaching - - with everything resulting in higher student achievement.</p>	<p>Francis, D., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H. (2006). <i>Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers</i>. Full text available at http://www.centeroninstruction.org/files/ELL2-Newcomers.pdf.</p> <p>Meltzer, Julie, and Edmund T. Hamann. 2005. <i>Meeting the literacy development needs of adolescent English language learners through content-area learning</i> (Part two: Focus on classroom teaching and learning strategies). Providence: Brown University. Full text available at http://www.alliance.brown.edu/pubs/adlit/adell_litdv2.pdf.</p>	8/11	6/14

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Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A 1B	<p><u>Improve Student Achievement in Mathematics</u> by developing a curriculum map, based on the FWISD Curriculum Framework, showing (1) clear articulation of INA mathematics courses with INA ELA and other content courses as well as with math courses provided in the intermediate-level programs for ELLs at the home campuses, (2) identification of key concepts and academic vocabulary within/across courses at INA, and (3) clear alignment of course content with math CBAs and with TELPAS, EOLPT, LAT-Math, and Algebra EOCs.</p>	<p>Having clear horizontal and vertical articulation of courses within and across disciplines is essential to achieve desired student outcomes, no matter the student population or the program involved. For INA, clear articulation is even more critical in that INA "feeds" students into 18 FWISD middle and high schools, must ensure strong curriculum connection to the programs in those schools, and generally has only two semesters' worth of instructional time to prepare newcomers to enter the programs on the home campus. As an added variation to common curriculum mapping practices, it is also crucial that INA identify key academic concepts and vocabulary within/across disciplines so that the newcomer students it serves will receive strong academic language development instruction in all disciplines without unnecessary overlap. Aligning all course content to assessments further ensures that instruction will focus on the concepts, skills, and language needed for success in school.</p>	<p><i>A Study of Effective Practices in Virginia Schools.</i> Virginia Department of Education, 2000. Full text available at http://www.westjam.org/Docs/CM/VirginiaFullReport.pdf.</p> <p>Zwiers, J. 2008. <i>Building Academic Language: Essential Practices for Content Classrooms.</i> San Francisco CA: Jossey-Bass.</p> <p>Marzano, Robert J., <i>Building background knowledge for academic achievement: research on what works in schools.</i> Alexandria, VA: Association for Supervision and Curriculum Development.</p>	8/11	6/14

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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
1C	<p><u>Improve Student Achievement in Mathematics</u> by establishing the culture, abilities, and system for monitoring curriculum content and delivery (system to involve teacher self-assessment, teacher videos, observation and coaching by Math Lead Content Teacher and INA administrators, training/support by QTEL, and mechanisms for sharing monitoring results, both with individual teachers and with INA faculty as a whole.</p>	<p>Rather than treating the practice of monitoring as something done to teachers by "outsiders," the INA model intends to change the culture -- the thinking -- about monitoring so that it becomes a tool or process for determining where "we" are in accomplishing our goal: student achievement. The INA monitoring model will include self-monitoring as well as "other"-monitoring (through observation/ coaching), and will include group sharing of results and group problem-solving designed to foster collegial support and group ownership of a common vision: to get better at teaching and learning.</p>	<p>Horwitz, Amanda Rose, Gabriela Uro, Ricki Price-Baugh, Candace Simon, Renata Uzzell, Sharon Lewis, and Michael Casserly. 2009. <i>Succeeding with English language learners: Lessons learned for the Great city Schools</i>. Washington, D.C.: Council of Great City Schools. Full text available at http://www.cgcs.org/publications/ELL_Report09.pdf.</p>	11/12	6/13
1B	<p><u>Improve Student Achievement in Mathematics</u> by maintaining Math Lead Content Teacher role as a liaison to the district's Math Lead Content Teacher cadre to preserve the connectedness of INA's math program to the district's, while tailoring specific responsibilities of the INA Math Lead Content Teacher to match QTEL responsibilities.</p>	<p>Given its unique student population (newcomers), INA is in a "fine line" situation of needing to provide courses tailored to the linguistic/cultural needs of the students, needing to have specialized professional development, and needing to operate on special calendars and daily schedules suited to its students - - all while being an entry point into other FWISD schools. Maintaining the link to regular campuses through the Lead Content Teacher cadre is one way to ensure that INA remains connected to other schools and to the thinking and initiatives in these schools.</p>	<p>Horwitz, Amanda Rose, Gabriela Uro, Ricki Price-Baugh, Candace Simon, Renata Uzzell, Sharon Lewis, and Michael Casserly. 2009. <i>Succeeding with English language learners: Lessons learned for the Great city Schools</i>. Washington, D.C.: Council of Great City Schools. Full text available at http://www.cgcs.org/publications/ELL_Report09.pdf. Chris Dolejs. 2006. Report on key practices and policies of consistently higher performing high schools. Washington, D.C.: National High School Center. http://www.betterhighschools.com/docs/ReportOfKeyPracticesandPolicies_10-31-06.pdf.</p>	8/11	6/14

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Texas Title I Priority Schools Grant
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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A	<p><u>Improve Student Achievement in Social Studies and Science</u> by requiring on-going use and analysis/ discussion of various types of assessments (including Curriculum-Based-Assessments and "Progress Check Products" [PCPs]) appropriate for assessing both language and social studies/ science skills and concepts, ultimately to result in a bank of social studies/science assessments to be used at INA.</p>	<p>Assessing the concepts/ skills in social studies/ science (through English) of students who speak little/no English is challenging. Teachers can never be quite sure if poor results on assessments are due to lack of social studies/science skill or lack of proficiency in English. However, establishing a system for administering social studies/science assessments (including district Curriculum-Based Assessments), discussing results (in terms of both language and content), and charting progress over time will provide insight into individual student achievement and, ultimately, production of specific social studies/ science assessments to be used at INA.</p>	<p>Merino, Barbara, and Robin Scarcella. 2005. Invited Essay: Teaching Science to English Learners. University of California, Linguistic Minority Research Institute. Newsletter 14, no. 4. Full text available at http://mtheland.ipage.com/images/stories/eladocs/articles/v14n4.pdf.</p> <p>Olsen, Laurie Olsen. 2006. Invited Essay: Ensuring the Academic Success of English Learners. University of California, Linguistic Minority Research Institute. Newsletter 15, no. 4. Full text available at http://lmri.ucsb.edu/publications/newsletters/v15n4.pdf.</p>	10/11	6/14

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Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A 1B	<p><u>Improve Student Achievement in Social Studies and Science</u> by engaging teachers, with support and guidance from Quality Teaching for English Learners (QTEL) consultants, in regular discussions throughout the year around social studies/science disciplinary literacy and ELL instructional strategies (with discussions designed to raise overall knowledge of teachers of their subject area and the field of ESL, and thus, the level of instruction in the classroom).</p> <p><u>Note:</u> See CSF 7 for detailed information about the QTEL project during the 3-year period.</p>	<p>In the context of public school, teaching newcomers effectively requires teachers to be able to adapt curriculum to meet the English proficiency levels of the students but to do so in a way that maintains grade-level demands. This can be a fine line for a teacher to “walk” and can sometimes result in what is known as “watered down” curriculum. With support and guidance from QTEL consultants, however, INA teachers will receive on-going PD in their disciplines so that they learn how to support the linguistic needs of students while still maintaining a challenging level of conceptual and academic literacy demands. This PD will contribute to the strengthening of teachers’ subject matter knowledge, their knowledge of pedagogy related to ELLs, and their ability to enact effective teaching - - with everything resulting in higher student achievement.</p>	<p>Greenleaf, Cynthia L., and Rafael Helen. 2007. <i>Literacy instruction in the content areas: Getting to the Core of middle and high school improvement</i>. Washington, D.C.: Alliance for Excellent Education. Full text available at http://carnegie.org/fileadmin/Media/Publications/PDF/Content_Areas_report.pdf.</p> <p>Meltzer, Julie, and Edmund T. Hamann. 2005. <i>Meeting the literacy development needs of adolescent English language learners through content-area learning</i> (Part two: Focus on classroom teaching and learning strategies). Providence: Brown University. Full text available at http://www.alliance.brown.edu/pubs/adlit/adell_litdv2.pdf.</p>	8/11	6/14

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Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A 1B	<p>Improve Student Achievement in Social Studies and Science by developing curriculum maps, based on the FWISD Curriculum Frameworks, showing (1) clear articulation of INA social studies and science classes with INA ELA and math classes and with science classes in the intermediate-level programs on the home campuses, (2) identification of key concepts and academic vocabulary within/across courses at INA, and (3) clear alignment of course content with science and social studies CBAs, TELPAS, EOLPT, LAT-Science, and World Geography EOCs.</p>	<p>Having clear horizontal and vertical articulation of courses within and across disciplines is essential to achieve desired student outcomes, no matter the student population or the program involved. For INA, clear articulation is even more critical in that INA "feeds" students into 18 FWISD middle and high schools, must ensure strong curriculum connection to the programs in those schools, and generally has only two semesters' worth of instructional time to prepare newcomers to enter the programs on the home campus. As an added variation to common curriculum mapping practices, it is also crucial that INA identify key academic concepts and vocabulary within/across disciplines so that the newcomer students it serves will receive strong academic language development instruction in all disciplines without unnecessary overlap. Aligning all course content to assessments further ensures that instruction will focus on the concepts, skills, and language needed for success in school.</p>	<p>Division of Accountability Governor's Best Practice Center. 2000. <i>A Study of effective practices in Virginia schools: Educator's perspectives of practice leading to student success</i>. Richmond: VA. Full text available at http://www.westjam.org/Docs/CM/VirginiaFullReport.pdf.</p> <p>Short, Deborah J., and Shannon Fitzsimmons. <i>Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York</i>. 2007. Washington, DC: Alliance for Excellent Education. Full text available at http://www.all4ed.org/files/DoubleWork.pdf.</p>	8/11	6/14

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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
1C	<p><u>Improve Student Achievement in Social Studies and Science</u> by establishing the culture, abilities, and system for monitoring curriculum content and delivery (system to involve teacher self-assessment, teacher videos, observation and coaching by social studies and science Lead Content Teachers and INA administrators, training/support by QTEL, and mechanisms for sharing monitoring results, both with individual teachers and with INA faculty as a whole.</p>	<p>Rather than treating the practice of monitoring as something done to teachers by "outsiders," the INA model intends to change the culture -- the thinking -- about monitoring so that it becomes a tool or process for determining where "we" are in accomplishing our goal: student achievement. The INA monitoring model will include self-monitoring as well as "other"-monitoring (through observation/coaching), and will include group sharing of results and group problem-solving designed to foster collegial support and group ownership of a common vision: to get better at teaching and learning.</p>	<p>Chris Dolejs. 2006. Report on key practices and policies of consistently higher performing high schools. Washington, D.C.: National High School Center. http://www.betterhighschools.com/docs/ReportOfKeyPracticesandPolicies_10-31-06.pdf.</p> <p>Walqui, A. and Leo van Lier. 2010. <i>Scaffolding the academic success of adolescent English language learners</i>. San Francisco, CA: WestEd</p>	11/12	6/13
1B	<p><u>Improve Student Achievement in Social Studies and Science</u> by maintaining Social Studies and Science Lead Content Teacher roles as liaisons to the District's Lead Content Teacher cadre so that the connectedness of INA to the district's programs is preserved, while tailoring the responsibilities of the INA Lead Content teachers for social studies and science to match QTEL responsibilities.</p>	<p>Given its unique student population (newcomers), INA is in a "fine line" situation of needing to provide courses tailored to the linguistic/cultural needs of the students, needing to have specialized professional development, and needing to operate on special calendars and daily schedules suited to its students -- all while being an entry point into other FWISD schools. Maintaining the link to regular campuses through the Lead Content Teacher cadre is one way to ensure that INA remains connected to other schools and to the thinking and initiatives in these schools.</p>	<p>Horwitz, Amanda Rose, Gabriela Uro, Ricki Price-Baugh, Candace Simon, Renata Uzzell, Sharon Lewis, and Michael Casserly. 2009. <i>Succeeding with English language learners: Lessons learned for the Great City Schools</i>. Washington, D.C.: Council of Great City Schools. Full text available at http://www.cgcs.org/publications/ELL_Report09.pdf.</p> <p>Chris Dolejs. 2006. Report on key practices and policies of consistently higher performing high schools. Washington, D.C.: National High School Center. http://www.betterhighschools.com/docs/ReportOfKeyPracticesandPolicies_10-31-06.pdf.</p>	8/11	6/14

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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
1B	<p><u>Improve Student Achievement in Social Studies and Science</u> by maintaining Social Studies and Science Lead Content Teacher roles as liaisons to the District's Lead Content Teacher cadre so that the connectedness of INA to the district's programs is preserved, while tailoring the responsibilities of the INA Lead Content teachers for social studies and science to match QTEL responsibilities.</p>	<p>Given its unique student population (newcomers), INA is in a "fine line" situation of needing to provide courses tailored to the linguistic/cultural needs of the students, needing to have specialized professional development, and needing to operate on special calendars and daily schedules suited to its students - - all while being an entry point into other FWISD schools. Maintaining the link to regular campuses through the Lead Content Teacher cadre is one way to ensure that INA remains connected to other schools and to the thinking and initiatives in these schools.</p>	<p>Horwitz, Amanda Rose, Gabriela Uro, Ricki Price-Baugh, Candace Simon, Renata Uzzell, Sharon Lewis, and Michael Casserly. 2009. <i>Succeeding with English language learners: Lessons learned for the Great City Schools</i>. Washington, D.C.: Council of Great City Schools. Full text available at http://www.cgcs.org/publications/ELL_Report09.pdf.</p> <p>Chris Dolejs. 2006. Report on key practices and policies of consistently higher performing high schools. Washington, D.C.: National High School Center. http://www.betterhighschools.com/docs/ReportOfKeyPracticesandPolicies_10-31-06.pdf.</p>	8/11	6/14
1B 1C	<p><u>Improve Student Achievement in All Content Areas</u> Provide on-going professional development for FWISD content-area Program Directors about QTEL principles, with PD to include</p> <ul style="list-style-type: none"> • 2 days of PD during 2010–11 specifically for the Program Directors • regular participation by Program Directors in on-going INA teacher PD activities (including coaching) during 2010–2013. 	<p>INA teachers receive direction and support related to curriculum directly from the content-area Program Director for their assigned discipline(s). Involving the Program Directors in PD related to QTEL principles and engaging the Program Directors in observation/coaching activities will not only ensure that the support they provide for INA teachers is meaningful and tailored to INA but also result in transfer of QTEL principles to larger teacher and student audiences.</p>	<p>Francis, David J., Hector Rivera, Nonie Lesaux, Michael Kieffer, and Mabel Rivera. 2006. <i>Practical guidelines for the education of English language learners: Research-based recommendations for serving adolescent newcomers</i>. Full text available at http://www.centeroninstruction.org/files/ELL2-Newcomers.pdf.</p>	2/12	6/12

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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
1B 1C	<p><u>Improve Student Achievement in All Content Areas</u></p> <p>Provide on-going training and support for INA teacher assistants designed to</p> <ul style="list-style-type: none"> • enable the TAs to effectively manage small-group activities in support of teacher instruction • develop understanding by TAs of interactive strategies and principles of QTEL. 	<p>Although teachers are the individuals responsible for planning instruction, teaching assistants play an important role in providing support in the classroom to enable individual and groups of students to learn required content/skills. Providing sustained training for the TAs will ensure that they are equipped to provide quality support in the classroom.</p>	<p>Gottlieb, M. H. 2006. <i>Assessing English language learners: bridges from language proficiency to academic achievement</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Seidlitz, John, and Bill Perryman. 2010. <i>Navigating the ELPS: Language arts and reading</i>. San Antonio, TX: Seidlitz Education.</p>	2/12	6/12

Add additional pages as needed.

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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 2.B 2.C	Provide training for teachers and leadership to increase the use of quality data in assessing student learning on an on-going basis and in using data in instructional planning. Teachers and leadership will: <ul style="list-style-type: none"> • Develop personal understanding of the data collection and analysis process in order to better select data points to measure student achievement and progress; • Understand how to use data in evaluating both student progress and teacher progress toward goals set in professional development; and, • Use data appropriately to inform curricular decisions and programmatic changes. 	An understanding of what constitutes quality data shared by teachers and leadership provides a means for achieving current and future goals for moving ELLs into academic coursework and ultimately toward graduation. This activity will allow the school to prepare teachers and leadership to measure changes in instructional practices resulting from professional development.	<i>Guide to using data in school improvement efforts. (2004). Naperville, IL: Learning Point Associates (A Compilation of Knowledge From Data Retreats and Data Use at Learning Point Associates).</i>	8/12	6/14

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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
2B 2C	<p>Provide training for teachers and leadership to learn how research-based, interactive teaching patterns impact student learning.</p> <p>Teachers and leadership will:</p> <ul style="list-style-type: none"> • Learn which teaching styles and methods are most beneficial/efficient to use with ELLs within a discipline; • Complete a self-assessment, along with videos, observations, and coaching to become aware of the teaching method each uses; and, • Set personal goals for changing teaching methods used or for using different methods in an action research project which will look at how changes made to use research-based, interactive methods will impact student achievement. 	<p>Teachers need to have a clear understanding of the connection between what is done in the classroom and how it impacts students. QTEL has worked with major school districts to implement transformational thinking practices among educators for a decade. Working with QTEL professional development will provide teachers with the mental framework for how to create a classroom where academic rigor is de rigueur, where teachers hold high expectations for ELLs and for themselves, where teachers engage in quality interactions with ELLs, where a sustained focus on language learning is evident in the classroom, and where the campus, as a whole, develops a quality curriculum.</p>	<p>Walqui, A. 2008. Quality Teaching for English Learners (QTEL). <i>R&D Alert</i>, Vol. 10, No. 1.</p> <p>Gossman, Ginger. 2009. <i>High school redesign: Quality teaching for English learners (QTEL), 2008-2009</i> (Publication Number 08.80). Austin Department of Program Evaluation. Full text available http://www.austin.isd.texas.gov/inside/docs/open08-80_QTEL.pdf.</p>	1/12	6/14
2.A 2.B 2.C	<p>Provide a data analyst for the campus who understands how records relate to student assessment and to the accountability system as a whole.</p> <p>The data analyst will:</p> <ul style="list-style-type: none"> • Monitor and compile data for all student groups from various sources; • Provide data reports for leadership and teachers for use in planning, both campus-wide and for specific lessons; and, • Provide compiled data for quarterly grant reports. 	<p>Having an individual in the data analyst role who completely understands data collection, analysis, and use will provide on-going guidance for teachers and leadership in creating campus improvement, departmental and lesson plans.</p>	<p>Lachat, Mary Ann. (2001). <i>Data-driven high school reform: The breaking ranks model</i>. Providence, RI: Brown University. Full text available at http://www.alliance.brown.edu/pubs/hischlrfrm/dtdrv_hsrfrm.pdf.</p>	8/11	6/14

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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 2.B	Provide training for teachers and leadership in how to disaggregate data in meaningful ways for the unique characteristics of this program. Training will promote understanding of the process of creating, analyzing, and using data well enough to: <ul style="list-style-type: none"> • Address the issues of dealing with a specialized population with dramatically different needs; and, • Know how to find data that support or refute decisions about how students are progressing. 	Because the program is an alternative school, data are often created and/or provided to INA by the district in ways that do not match other schools or are not available from the district to INA at all because of the unique nature of the INA student population and program (i.e., students are non-English-speaking, and most remain at INA only one year). In this activity, teachers and leadership will receive professional development to enable them to ensure that the students are acquiring language skills to master academic content. This activity will allow INA to disaggregate data that the school itself collects (as well as district data) according to such things as age, entry point, education in home country, etc., so that better instructional decisions can be made.	Hamilton, Linda., Richard Halverson, Sharnell S. Jackson, Ellen Mandinach, Jonathan A. Supovitz, and Jeffrey C. Wayman. (2009). <i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Full text available http://ies.ed.gov/ncee/wwc/publications/practiceguides/ .	8/11	6/14
2.B 2.C	Monitor data collection process to ensure efficiency and efficacy in student assessment. Teachers and leadership will: <ul style="list-style-type: none"> • Be involved in creating and monitoring data collection and in the disaggregation of data; and, • Use data in meaningful ways to support student learning and development. 	Monitoring of any activity within an organization is essential in order to ensure that the organization has (or is doing) what it needs in order to function efficiently and achieve its goal. In education, monitoring of data collection is crucial in that data provide the basis for decisions that are made by the educators.	Hamilton, Linda., Richard Halverson, Sharnell S. Jackson, Ellen Mandinach, Jonathan A. Supovitz, and Jeffrey C. Wayman. (2009). <i>Using student achievement data to support instructional decision making</i> (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Full text available http://ies.ed.gov/ncee/wwc/publications/practiceguides/ .	8/12	6/14

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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.B 2.C	Develop and implement a system to monitor students as they move from INA into regular middle and high schools. Teachers and leadership will: <ul style="list-style-type: none"> • Learn which skills and content need to be stressed to prepare students to move into higher demand academic courses; • Change courses to focus on skills students need to succeed in future coursework; • Provide students with the background and personal skills necessary to become life-long learners; and, • Enable students to move from being teacher-dependent toward being independent learners. 	Knowing how students fare in the following year(s) will aid INA teachers and leadership in making decisions regarding programmatic changes and adjustments that are needed at INA to meet future student need. This activity will provide data INA staff will need to make those decisions and will also serve as a source for determining PD needs for staff.	<i>Guide to using data in school improvement efforts. (2004).</i> Naperville, IL: Learning Point Associates (A Compilation of Knowledge From Data Retreats and Data Use at Learning Point Associates).	8/11	6/14
2.A 2.B 2.C	Train teachers and leadership in how to use and connect LEP data to data systems currently in use by the district. Teachers and leadership will: <ul style="list-style-type: none"> • Learn how various systems used in the LEA report specific LEP data in different ways; and, • Learn how to read reports in order to know about student progress and effectiveness of instructional programs. 	Although INA often has its "own" data (because of the uniqueness of its population) and needs to be skilled in analyzing those data, it is also essential that INA staff become equally as skilled in accessing other sources of data and learning how to interpret/use those data to improve the INA program. This activity will provide that foundation.	Horwitz, Amanda Rose, Gabriela Uro, Ricki Price-Baugh, Candace Simon, Renata Uzzell, Sharon Lewis, and Michael Casserly. 2009. <i>Succeeding with English language learners: Lessons learned for the Great city Schools.</i> Washington, D.C.: Council of Great City Schools. Full text available at http://www.cgcs.org/publications/ELL_Report09.pdf	8/11	6/14

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A,B,C	Hire Data Analyst Responsible for TAKS, EOC, Stanford 10, Campus Based Mini Assessments, etc.	The data analyst is needed to collect, organize, analyze, and display data about student achievement. The data analyst would set up and schedule the assessments for the content areas. Also the data analyst is needed to disaggregate the data and meet with the teachers to analyze their individual data. The data analyst reports help teachers make student centered instructional decisions.	The Center for Comprehensive School Reform & Improvement found that collecting data on student understanding is an essential step in moving students toward full understanding of important concepts and standards. Also noted is that researchers found that strengthening formative assessments can raise student achievement overall and be especially helpful to low-achieving students (Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment).	8/11	9/11
2.A 2.B	Provide training for teachers to understand the routine use of student data in lesson planning and how to develop effective lessons based on student need, using a common lesson planning protocol. Teachers and leadership will: <ul style="list-style-type: none"> Learn how to create and maintain personal data on students in order to measure changes brought about by instructional practices; Learn how formative and summative data differs and how to use each in planning lessons; and, Learn how to interpret data on student progress as measured by curriculum-based assessments (CBAs), other formal and informal assessments. 	Having a consistent and common lesson planning protocol to be used in department/team meetings that begins with data analysis will ensure that discussions about lessons will begin with a review of student strengths/weaknesses. Lessons that are subsequently planned should then address those student needs. Having a common protocol will also provide a common framework (or language) for communication among the teachers.	<i>A Study of Effective Practices in Virginia Schools.</i> Virginia Department of Education, 2000. Full text available at http://www.westiam.org/Docs/CM/VirginiaFullReport.pdf .	10/11	6/14

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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
3B	<p>Provide operational flexibility for INA to</p> <ul style="list-style-type: none"> • Require reapplication/ recommitment of staff in spring 2011 and select staff for subsequent year(s) based on criteria developed by staff during 2010–11 • Reallocate positions according to campus needs • Fill vacant staff positions (through advertisement if appropriate) as needed • Use the Quality Teaching for English Learners (QTEL) observational instrument both as the basis for work in professional development and as the primary instrument for observation and coaching of INA teachers. • Maintain staggered daily start/end times for middle and high school students and provide extended-day classes for students, with transportation provided 	<p>While INA must operate within the providence of the LEA, it must also have a way of operating with some degree of operational flexibility so that it can respond quickly to identified needs and have success in accelerating learning for ELLs. These activities will serve to provide the operating flexibility necessary to transform how the business of educating students is carried out in a world that demands more of students than ever before. Simply put, these activities will provide a means of carrying out the spirit of the letter, rather than following the rule of law, in transforming INA with the administrators, teachers, staff, and central administration involved. INA will be able to meet the grant requirements and work through the thought process to develop innovative ways of completing the challenging task at hand of educating newcomer students.</p>	<p>Honig, Meredith I., Michael A. Copland, Lydia Rainey, Juli Anna Lorton, and Morena Newton. April 2010. Central Office Transformation for District-wide Teaching and Learning Improvement. <i>Seattle, WA: Center for The Study of Teaching and Policy. Full text is available at</i> http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Documents/central-office-transformation-for-district-wide-teaching-and-learning-improvement.pdf</p>	8/11	6/14

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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
3B Cont'd	<ul style="list-style-type: none"> • Design and hold summer enrichment/ academy programs and/or credit classes at INA or other locations as indicated by student need; hold parent involvement activities in various configurations and locations • Adapt job descriptions/ responsibilities for Lead Content Teachers at INA as needed to match QTEL while maintaining core responsibilities of district LCTs • Linguistically adapt district Curriculum-Based-Assessments and/or determine appropriate alternative assessments to administer to assess both language and content while maintaining grade-level standards • Develop local credit and/or state credit Innovative Courses to meet the needs of INA students and coordinate INA program with CTE courses and other programs (e.g., FWISD "Gold Seal" Program of Study) <p>Coordinate /access multiple budgets (e.g., Local Operational Budget, Title I Budget, Title III Budget) to address needs of campus; provide authority for principal to approve POs up to \$5000</p>				

Add additional pages as needed.

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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.C	<p>Develop protocols for planning, within and across disciplines for middle and high school teachers. Teachers will promote disciplinary knowledge through:</p> <ul style="list-style-type: none"> • Developing central ideas of a discipline; • Developing complex ideas across disciplines; • Focusing on central ideas and developing depth of knowledge; • Ensuring that essential academic vocabulary is taught and reinforced within/across disciplines without non-productive repetition. 	<p>Important concepts can be more fully developed (and unnecessary duplication avoided) by teachers working together to plan cross-curricular units, as teachers can develop strong lesson units working as a departmental group. This activity will provide staff with on-going, high-quality, job-embedded professional development and will equip them to teach effectively and efficiently, thus having the effect of increasing overall learning time.</p>	<p>Croft, Andrew, Jane G. Coggshall, Megan Dolan, Elizabeth Powers, and Joellen Killion. 2010. <i>Job-embedded professional development: What it is, who is responsible, and how to get it done well</i>. Washington, D.C.; National Comprehensive Center for Teacher Quality. Full text available http://www.tqsource.org/publications/JEPD%20Issue%20Brief.pdf.</p>	8/11	6/14
4.A 4.B 4.C	<p>Create school-wide and departmental calendars for planning and assessments. Teachers will develop a quality curriculum for ELLs by:</p> <ul style="list-style-type: none"> • Having goals for learning which are long-term and include benchmark points; • Developing a spiraling curriculum including knowledge from all disciplines, new language, concepts, and skills; • Understanding that learning must move students from ambiguity/dependence on the teacher to clarity/independence of the student; and, • Working to connect the disciplines to the world of the student and showing how this connection is built throughout life. 	<p>To ensure continual focus by the faculty focused on rigor and on accelerating learning throughout the year, INA staff will develop monthly calendars to help teachers stay focused on preparing lessons that meet student need. This activity will increase the rigor of the courses by incorporating relevant cross-curricular projects, thematic learning opportunities, and interventions/supports for low-achieving students in order to accelerate learning. Having such calendars will ultimately result in increased learning time for all students.</p>	<p>Walberg, Herbert J., Ed. 2007. <i>Handbook on restructuring and substantial school improvement</i>. Lincoln, IL: Center on Innovation and Improvement. http://www.centerii.org/survey/downloads/Restructuring%20Handbook.pdf.</p>	8/11	6/14

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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 4.B	<p>Provide extended-day sessions (before-school sessions for middle school students and after-school sessions for high school students). Teachers will engage students by:</p> <ul style="list-style-type: none"> • Using tasks that are challenging and engaging and directly tied to identified student language/content need; • Scaffolding learning to facilitate engagement in learning; • Differentiating instruction so that all students at different levels of English proficiency may participate in a meaningful way; and, • Providing a means for students to become apprentices in the learning process and guiding them toward independence as self-directed learners. <p>In addition to the ideas expressed above, teachers will engage in quality interactions to develop language and content knowledge with students by:</p> <ul style="list-style-type: none"> • Developing and guiding mutual dialogues to sustain and promote student understanding of concepts; and, • Jointly constructing knowledge and academic language concurrently. 	<p>Six-week sessions will focus on important disciplinary topics in conjunction with language skills necessary to participate in advanced academic courses in the future, while building and activating background knowledge. This activity will increase the rigor of the courses by incorporating relevant cross-curricular projects, thematic learning opportunities, and providing supports for low-achieving students in order to accelerate learning.</p>	<p>Walqui, Aida, Nanette Koelsch, Leslie Hamburger et al. 2010. <i>What are we doing to middle school English Learners? Findings and recommendations for change from a study of California EL programs</i> (Research Report). San Francisco: WestEd. Full text available at http://www.wested.org/online_pubs/PD-10-02-full.pdf</p>	8/12	6/14

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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 4.B	Provide Saturday school (following the model used before and after school for students who work or have home obligations). Teachers will approach lessons with the mental framework that: <ul style="list-style-type: none"> • All students can learn and achieve; and, • Mutual respect will contribute to achievement for all populations. 	Sessions will focus on important disciplinary topics in conjunction with language skills necessary to participate in advanced academic courses in the future, while building and activating background knowledge. In addition to the tenets used to develop the before- and after-school sessions, teachers will approach Saturday school with the mindset that this is a serious part of the educational process for students who may have great need in building background and discipline-specific knowledge along with English. This activity will increase the rigor of all courses by incorporating relevant cross-curricular projects, thematic learning opportunities, and providing supports for low-achieving students in order to accelerate learning.	Farbman, David. 2009. <i>Tracking an emerging movement: A report on expanded-time schools in America</i> . Boston, MA: National Center on Time & Learning. Full text available http://www.timeandlearning.org/images/12.7.09FinalDatabaseReport.pdf	8/12	6/14

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Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4.A 4.B	<p>Provide professional development in QTEL principles for teachers identified to teach the current high school "for credit" summer school courses. With QTEL training, teachers will then provide opportunity for students to:</p> <ul style="list-style-type: none"> • Use and develop higher order thinking skills; • Develop substantive concepts and skills while developing student thinking skills; and, • Have clear criteria for high expectations. <p>Teachers will approach developing lessons in such a way that:</p> <ul style="list-style-type: none"> • All students can learn and achieve; and, • Mutual respect will contribute to achievement for all populations. 	<p>Students may choose to earn credit(s) toward graduation by attending courses during summer school which are taught by trained ESL teachers. Students will continue to develop academic skills and have opportunity to practice/learn academic English so they are better prepared to begin classes in the fall. Sessions will focus on important disciplinary topics in conjunction with language skills necessary to participate in advanced academic courses in the future, while building and activating background knowledge. This activity will increase the rigor of all courses by incorporating relevant cross-curricular projects, thematic learning opportunities, and providing supports for low-achieving students in order to accelerate learning.</p>	<p>Gossman, Ginger, Laura Sanchez Fowler, and Karen Alderete-Looby. 2008. <i>High school redesign: Quality teaching for English learners (QTEL), 2007-2008</i> (Publication Number 07.70). Austin Department of Program Evaluation. Full text available http://www.austinisd.org/inside/docs/ope_QTEL_Year1_Evaluation_20090113.pdf</p>	8/12	6/14

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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 4.B	<p>Provide "enrichment" summer courses for middle school students.</p> <p>Teachers will provide lessons with a focus on:</p> <ul style="list-style-type: none"> • Explicitly developing disciplinary language; • Explicitly showing students how language(s) work, how texts are used to learn, and how to use language to become a member of a discipline; • Providing students opportunity to use/practice both language and concepts in a scaffolded environment; and, • Giving feedback to students on fluency, language complexity, and/or accuracy. 	<p>Students will further their understanding of American culture, school culture and procedures, and build background knowledge necessary for success in the disciplines in future academic courses. This activity will increase the rigor of all courses by incorporating relevant cross-curricular projects, thematic learning opportunities, and providing supports for low-achieving students in order to accelerate learning.</p>	<p>Little, Priscilla M. Little. 2009. <i>Expanded learning opportunities—Pathways to student success</i>. Cambridge, MMA: Harvard Family Research Project for the Connecting Communities Policy Symposium. Available at http://bostonbeyond.org/assets/pdf/CC_ELOresearch.pdf</p>	6/12	6/14

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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 4.B 4.C	<p>Develop and implement plans for providing flexible class scheduling for special groups of students within INA student population, including</p> <ul style="list-style-type: none"> • over-age students (age 17/older upon entry in Gr. 9) who will enroll in an accelerated-credit program after leaving INA • "unschooled" students who lack literacy and education in their home countries • late-arrival students (students who arrive too late during a semester to earn credit) • high school "January arrivals" (students who arrive in the U.S. in January and begin their credits in an "off-track" sequence and have difficulty fitting into the credit sequence of most high schools) <p>The plan for flexible class may include</p> <ul style="list-style-type: none"> • block scheduling (by classes) • strand scheduling (by need) • special Orientation Lab (for late arrivals) • online courses • credit by exam (with tutoring) • extended-day/ summer classes • other (as determined by planning committee in 2010-11) 	<p>Because the INA student population is completely recent-arrival immigrant students who arrive at various times of the year, are of various ages (up to age 19), have varying degrees of education in their home countries, speak various languages, and have views of and goals for education that are vastly different from the accepted goals of U.S.-born students, a "one-size-fits-all" type of schedule is not possible at INA. To account for all of the differences it encounters in its student population, INA must provide various types of flexible learning arrangements in order for students to acquire the English language and learn the content they need to be successful in school and later life.</p>	<p>Lachat, Mary Ann. (2001). <i>Data-driven high school reform: The breaking ranks model</i>. Providence, RI: Brown University. Full text available at http://www.alliance.brown.edu/pubs/hischlrfm/datdrv_hsrfm.pdf.</p>	8/11	6/14

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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 4.B 4.C	Provide Service Learning Projects. Teachers and students will: <ul style="list-style-type: none"> • Partner with faith- and community-based organizations to create projects that address a need in the community while providing opportunity for ELLs to acquire language necessary to become fully-participating members of the community; and, • Jointly participate in activities that encourage the building of relationships between students, faculty, and other school staff while supporting the learning of social and community mores and customs, along with the language necessary for becoming productive and active members of the community. 	Because the INA student population is completely recent arrival immigrant students, many of these groups have no experience with many aspects of life in an urban setting. Service Learning Projects will provide opportunity for students to interact with community groups and individuals and develop language needed to join in community activities in the future.	Stonehill, Robert M., Priscilla M. Little, Steven M. Ross, Laura Neergaard, Lynn Harrison, James Ford, Sharon Deich, Emily Morgan, and Jessica Donner. 2009. <i>Enhancing school reform through expanded learning</i> . Naperville, IL: Learning Point Associates. Full text available http://www.learningpt.org/pdfs/EnhancingSchoolReformthroughExpandedLearning.pdf	3/12	6/14

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 – A.B.C.	Add a Community/ Home School/ Coordinator at INA who (with the aid of two assistants and two counselors presently at INA) will be responsible (with input from INA staff, parents, and community members) for building the infrastructure and INA's capacity to develop and implement systemic family and community engagement strategies that are aligned with instructional goals.	Research supports the importance of parental involvement for improved student achievement, better school attendance, and reduced dropout rates regardless of the students' socioeconomic background or ethnicity. It is therefore critical to identify and implement strategies to increase ELL parents' involvement in the education of their children, given the achievement gap that already exists between ELLs and English- proficient students.	<p>Bourdieu P. (1987). The form of capital. In J.G. Richardson (Ed.), <i>Handbook of theory and research for sociology of education</i> (pp. 241-258). New York: Greenwood Press</p> <p>Gordon, E. W., Bridglall, B. L., & Meroe, A. S. (2005). <i>Supplementary education: The hidden curriculum of high academic achievement</i>. New York: Rowman & Littlefield.</p> <p>Horvat, E., Weininger, E., & Lareau, A. (2003). From social ties to social capital: class differences in the relations between schools and parent networks. <i>American Educational Research Journal</i>, 40, 319-351.</p> <p>Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. <i>Sociology of Education</i>, 60, 73-85.</p> <p>Valenzuela, A., & Dornbusch, S. (1994). Familism and social capital in the academic achievement of Mexican origin and Anglo adolescents. <i>Social Science Quarterly</i>, 75, 18-36.</p>	8/11	6/14

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 – A.B.C.	<p>Use Joy L. Epstein's framework as model, solicit input from staff, parent, and community members and design a program for parent/ community involvement unique to INA, with program to involve</p> <ul style="list-style-type: none"> • parenting assistance • two-way communications with parents about school issues (e.g., student progress) • strategies to recruit parents for school involvement • activities to involve parents in education-at-home activities • strategies to involve parents in school decisions/ governance • connections to community services 	<p>Parent and community involvement in education is crucial to the success of efforts to educate children, whatever their ages and circumstances, but is challenging, at best. For recent-immigrant parents, the issue of parent involvement is even more challenging, given the lack of proficiency in English, the lack of familiarity with the U.S. school system, the cultural differences, and the general fear of the unknown in a new country that new arrivals face each day. Still, it is essential that INA establish organized ways to communicate with and involve parents, to the degree possible, in educational matters, and to assist parents in connecting with needed community resources. Having staff and resources dedicated to a parent/community program and having a framework with which to organize activities related to the program will enable INA to reach more parents and engage them in the education of their children.</p>	<p>Arias, Beatriz M., and Milagros Moriool-Campbell. 2008. <i>Promoting ELL parental involvement: Challenges in contested times</i>. East Lansing, MI: The Great Lakes Center for Education Research & Practice. Full text available http://www.greatlakescenter.org/docs/Policy_Briefs/Arias_ELL.pdf.</p> <p><i>What research says about family-school-community partnerships</i>. Denver, CO: National Center for School Engagement (Prepared for the Colorado Department of Education). http://www.schoolengagement.org/TruancyPreventionRegistry/Admin/Resources/Resources/WhatResearchSaysAboutFamily-School-CommunityPartnerships.pdf.</p>	8/11	6/12

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 – B.	Improve communication from home-to-school and school-to-home by (1) communicating with families often and in a variety of ways, including neighborhood parent forums, (2) using culturally appropriate ways to relate to the diversity of families represented in the school and (3) implementing strategies that encourage two-way interactions, including neighborhood meetings.	Immigrant and refugee parents typically face many barriers and challenges to active participation in their children's educational experiences in the United States including, their limited proficiency in English, unfamiliarity with the American educational system, and differences in cultural backgrounds.	Chavkin, N.F., & Gonzalez, D.L. (1995). <i>Forging partnerships between Mexican American parents and the schools</i> . West Virginia: ERIC Clearinghouse on Rural Education and Small Schools. Carter, Suzanne. (2003). <i>Educating Our Children Together: A Sourcebook for Effective Family-School-Community Partnerships</i> . CADRE.	8/12	6/12
5 – A. B.	Increase educational opportunities for families by (1) conducting assessments of families' educational needs to determine the content and form of delivery, (2) involving a diverse group of parents and community members when planning parent education programs, (3) providing opportunities for parents and children to learn together, and (4) offering opportunities for parents to share challenges and give emotional support to one another, and (5) opening schools beyond traditional school hours to provide educational programs.	Immigrant and refugee parents typically face many barriers and challenges to active participation in their children's educational experiences in the United States including, their limited proficiency in English, unfamiliarity with the American educational system, and differences in cultural backgrounds.	<i>Diversity, school, family, and community connections: Annual synthesis 2003</i> . Austin, Texas: Southwest Educational Development Laboratory for National Center for Family & Community connections with Schools. Full text available http://www.sedl.org/connections/resources/diversity-synthesis.pdf .	8/12	6/14

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Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5 – A. B. C.	Maintain and extend family-school-community partnership by (1) bring together families, schools, and community organizations in a collaborative effort to meet the comprehensive needs of children, families, and the community, (2) working with health care providers to provide school-based health services, and (3) maintaining and cultivating business relationships (e.g., Adopt-A-School Partners and refugee resettlement agencies) that will benefit both school and business partners and sustain family-involvement programs.	Immigrant and refugee parents typically face many barriers and challenges to active participation in their children's educational experiences in the United States including, their limited proficiency in English, unfamiliarity with the American educational system, and differences in cultural backgrounds.	Kugler, Eileen Gale. 2009. <i>Helping immigrant and refugee students succeed: It's not just what happens in the classroom.</i> Washington, DC: Center for Health and Health Care in Schools, School of Public Health and Health Service, The George Washington University. Full text available http://www.rwjf.org/files/research/kappanarticle20091113.pdf	8/12	6/14

Add additional pages as needed.

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6.A 6.B 6.C	<p>Provide a school orientation program. Two teaching assistants will be dedicated to the program and trained to assist new students on the first day using methods that incorporate basic school language. Teaching assistants will:</p> <ul style="list-style-type: none"> • Provide orientation to areas of the building students need to find when entering school; • Assist students in learning basic "survival" school and social vocabulary; and, • Introduce students to others who speak the same language, if possible. 	<p>Because students enter school throughout the year and most students come to INA with little, or no, English, this program will provide a means of helping students feel comfortable and be able to find the restroom, cafeteria, nurse, and have an understanding of where classes are going to be held. This will keep teachers from losing instructional time in having to orient new students on a regular basis to the building. This activity will establish a routine that provides increased, quality learning time since less class time will be used in building orientation. This activity will impact discipline and attendance as students enter the school in a more organized and supported fashion.</p>	<p>Olsen, Laurie Olsen. 2006. Invited Essay: Ensuring the Academic Success of English Learners. University of California, Linguistic Minority Research Institute. Newsletter 15, no. 4. Full text available at http://lmri.ucsb.edu/publications/newsletters/v15n4.pdf.</p>	3/12	6/14

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Orient INA principal/ other campus administrators and FWISD central staff identified to provide support for INA to school transformation principles and to grant requirements and content; provide intensive initial training in summer institute for INA principal and central staff on Quality Teaching for English Learners (QTEL) principles.	For the INA principal/ administrators and the central staff persons supporting INA in the transformational initiative to be successful, it is essential that they have sound understandings of the principles of transformation as well as of the QTEL principles and how QTEL consultants will work during the 3-year project to provide training/support and build leadership and instructional capacity at INA. It is also important that the leadership staff develop a shared vision and a common language for talking about the INA initiative. This institute will provide that foundation.	Perlman, Carole L., and Sam Redding, eds. 2009. <i>The Handbook on Effective Implementation of School Improvement Grants</i> . Lincoln, IL: Center on Innovation & Improvement. Walqui, Aida, and Leo van Lier. 2010. <i>Scaffolding the academic success of adolescent English language learners</i> . San Francisco: WestEd.	3/11	6/14
3C	Form INA Leadership Team (ILT) structure; identify specific roles/responsibilities; and establish/implement calendar of leadership activities, with ILT to include <ul style="list-style-type: none"> • Principal (1) • Assistant Principals (2) • Lead Content Teachers (4) • Lead Counselor (1) • Community /Home Coordinator (1) • Lead Teacher Assistant (1) • Parents (2) • Students (2) • Community Representatives (2) • Central FWISD Staff (2) 	Having a leadership structure in place at INA that provides representation from various stakeholders will ensure <ul style="list-style-type: none"> • that the principal has access to input from various sources and that stakeholders have a voice in decisions that are made; • that decisions reflect more than just the views of the educators most immediately involved with the INA program; • that communication to/from constituents of stakeholders will increase; • that shared responsibility for implementing work related to INA will increase; and • that better overall ideas for improving the INA program will result. 	Chris Dolejs. 2006. Report on key practices and policies of consistently higher performing high schools. Washington, D.C.: National High School Center. http://www.betterhighschools.com/docs/ReportOfKeyPracticesandPolicies_10-31-06.pdf . Portin, Bradley S., Michael S. Knapp, Scott Dareff, Sue Feldman, Felice A. Russell, Catherine Samuelson, and Teresa Ling Yeh. 2009. <i>Leadership for learning improvement in urban school</i> . Seattle, WA: Center for The Study of Teaching and Policy. http://depts.washington.edu/ctpmail/PDFs/S1-SchoolLeadership-10-2009.pdf .	9/11	12/11

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	With professional development support provided by QTEL consultants, engage INA principal, Lead Content Teachers, and Community/Home Coordinator in developing appraisal process/instrument appropriate for each leadership position, with plan to include rewards system and portfolio assessment containing items such as <ul style="list-style-type: none"> • Self-appraisal • Student/parent/ staff surveys • PD records, observation records, coaching records, • Student performance/ growth data • Overall criteria showing indicators of growth/ performance related to job responsibilities and student achievement 	Just as having teachers participate in activities involving test development/analysis deepens the knowledge of the teachers related to what they teach, so engaging leadership staff in the development of their own appraisal process/instruments will deepen their knowledge of their own responsibilities and behaviors as leaders and will promote deep thinking and conversation around how to evaluate quality job performance. Engaging in this experience will also help leadership staff translate their own responses and feelings into meaningful work with teachers.	Goe, Laura, Courtney, and Olivia Little. 2008. <i>Approaches to evaluating teacher effectiveness: A research synthesis</i> . Washington, D.C.: National Comprehensive Center for Teacher Quality. Full text available http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf .	1/12	6/12
3B 3C	Implement appraisal process and rewards system for campus core leadership staff (principal, assistant principals, lead content teachers, community/ home coordinator), analyze results, discuss with individuals, and share summaries with overall staff	Having an appraisal system for leadership staff that is transparent and understood by all staff - - with summary results willingly and openly shared with all staff - - will promote a culture of shared ownership of the common vision: to get better at teaching and learning.	Walqui, Aida, Nanette Koelsch, Leslie Hamburger et al. 2010. <i>What are we doing to middle school English Learners? Findings and recommendations for change from a study of California EL programs</i> (Research Report). San Francisco: WestEd. Full text available at http://www.wested.org/online_publications/PD-10-02-full.pdf . Walqui, Aida, and Leo van Lier. 2010. <i>Scaffolding the academic success of adolescent English language learners</i> . San Francisco: WestEd.	8/12	6/14

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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
3B 3C	Based on Lead Content Teacher (LCT) participation in and performance related to leadership planning activities in 2010–11, implement LCT reapplication/ recommitment process, to result in identification of LCTs to continue assignment in 2011–2012; advertise for/select LCTs to fill vacated positions (if needed).	For an organization to be successful in achieving its goal (in the case of INA, increased student achievement), it is essential that the organization have a way to ensure that all personnel - including the lead staff - have the attitudes, skills, and abilities needed to carry out necessary job junctions. This reapplication/ recommitment process (which will follow a year of planning and job-embedded professional development) will provide a way for <ul style="list-style-type: none"> • the individuals to decide not to reapply/ recommit if they know they are not a good match with job responsibilities or • the campus to select other individuals if data show that current individuals are not a good match 	Walqui, Aida, Nanette Koelsch, Leslie Hamburger et al. 2010. <i>What are we doing to middle school English Learners? Findings and recommendations for change from a study of California EL programs</i> (Research Report). San Francisco: WestEd. Full text available at http://www.wested.org/online_publications/PD-10-02-full.pdf . Walqui, Aida, and Leo van Lier. 2010. <i>Scaffolding the academic success of adolescent English language learners</i> . San Francisco: WestEd.	3/11	5/11

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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
3B 3C	Under direction of principal, engage non-teaching, non-administrative staff at INA in developing appraisal process/ instruments for each position, with plan to involve specific performance criteria related to job performance and student achievement and to involve a rewards system.	Transparency in appraisals in a school - - with the school having the clear goal of raising student achievement - - assumes that everyone in the school has some responsibility for achieving the goal and that everyone has shared ownership and knowledge of how all people fit together to achieve the goal. Engaging non-administrative, non-teaching staff at INA in developing their own appraisal plan will further reinforce INA's shared vision of "getting better at teaching and learning."	Lachat, Mary Ann. (2001). <i>Data-driven high school reform: The breaking ranks model</i> . Providence, RI: Brown University. Full text available at http://www.alliance.brown.edu/pubs/hischlrfrm/datdrv_hsrfrm.pdf .	8/11	6/12
3B 3C	Based on appraisal results for non-teaching, non-administrative staff in 2010–11, implement reapplication/ recommitment process, to result in identification of staff to continue at INA in 2011–12; implement rewards system.	For an organization to be successful in achieving its goal (in the case of INA, increased student achievement), it is essential that the organization have a way to ensure that all personnel - - including non-teaching, non-administrative staff - - have the attitudes, skills, and abilities needed to carry out necessary job functions. This reapplication/ recommitment process (which will follow a year of planning and job-embedded professional development) will provide a way for <ul style="list-style-type: none"> • the individuals to decide not to reapply/ recommit if they know they are not a good match with job responsibilities or the campus to select other individuals if data show that current individuals are not a good match	Honig, Meredith I., Michael A. Copland, Lydia Rainey, Juli Anna Lorton, and Morena Newton. April 2010. <i>Central Office Transformation for District-wide Teaching and Learning Improvement</i> . Seattle, WA: Center for The Study of Teaching and Policy. Full text is available at http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Documents/central-office-transformation-for-district-wide-teaching-and-learning-improvement.pdf .	3/11	6/12

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	In collaboration with QTEL, provide on-going job-embedded professional development for INA administrators and central staff supporting the INA initiative, to include <ul style="list-style-type: none"> • 4 days during 2010–11 focused on quality monitoring, use of data in decision-making, QTEL principles/tools/practices, with 3 additional days for incidental support as needed • 3 days of professional development in 2011–12 focused on coaching and program monitoring • 3 days of PD in 2012–13 focused on coaching and program monitoring. 	For the transformational initiative to be successful, it is essential that the administrators and central FWISD staff supporting the initiative have a similar understanding of the processes and expectations of school transformation. The knowledge and skills required of high school graduates in the 21 st Century must match job requirements, which are dramatically different from requirements of the last century. In order to provide the guidance necessary to effectively prepare students for an ever-changing world, administrators and central office staff must be trained in a single thought process and develop a single vision for the school together.	Walqui, Aida, Nanette Koelsch, Leslie Hamburger et al. 2010. <i>What are we doing to middle school English Learners? Findings and recommendations for change from a study of California EL programs</i> (Research Report). San Francisco: WestEd. Full text available at http://www.wested.org/online_publications/PD-10-02-full.pdf . Walqui, Aida, and Leo van Lier. 2010. <i>Scaffolding the academic success of adolescent English language learners</i> . San Francisco: WestEd.	8/11	6/14

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	<p>In collaboration with QTEL, provide on-going job-embedded professional development for 4 INA Lead Content Teachers, with PD to include</p> <ul style="list-style-type: none"> • 5-day Summer Institute on QTEL principles and coaching (2011) • 4 days of shadowing QTEL leaders as apprentices in coaching and in leading QTEL PD within a discipline, in addition to attending other QTEL PD as teachers (2011-12) • 4 days of serving as coaches and PD providers within a discipline, with QTEL leaders as mentors (2012-13) 	<p>Just as administrators and central office staff need to have a similar mindset to direct the transformation, the Lead Content Teachers (LCTs) at INA must be able to guide teachers coherently and consistently toward the future. Training LCTs in the same methods will support the main goal of strengthening, deepening, and accelerating learning for ELLs. Therefore, like administrators, teacher leaders must be trained in a single thought process and develop a single vision for the students together.</p>	<p>Walqui, Aida, Nanette Koelsch, Leslie Hamburger et al. 2010. <i>What are we doing to middle school English Learners? Findings and recommendations for change from a study of California EL programs</i> (Research Report). San Francisco: WestEd. Full text available at http://www.wested.org/online_publications/PD-10-02-full.pdf.</p> <p>Walqui, Aida, and Leo van Lier. 2010. <i>Scaffolding the academic success of adolescent English language learners</i>. San Francisco: WestEd.</p>	8/12	6/14
3A	<p>Survey needs of INA core leadership staff and provide on-going training on topics such as</p> <ul style="list-style-type: none"> • TELPAS, LAT, EOLPT, CBA data • Observational data • Data disaggregation (by education in home country, arrival date, attendance, age, etc.) • Portfolio assessment • Community resources • Refugee resettlement trends/information • Immigrant/refugee cultures and languages 	<p>To be effective, educators need to realize that English Learners are not a monolithic group. In addition to understanding their histories and experiences, teachers must engage in extremely complex pedagogical work. Knowing how to find data available from a variety of sources - as well as how to apply what is learned to formulating campus improvement plans, departmental lesson plans, and personal lesson plans - is an imperative. Therefore, it is key to provide training on how to access and use data from multiple sources.</p>	<p>Lachat, Mary Ann. (2001). <i>Data-driven high school reform: The breaking ranks model</i>. Providence, RI: Brown University. Full text available at http://www.alliance.brown.edu/pubs/hischlrfm/datdrv_hsrfrm.pdf</p>	8/11	6/14

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6.A	Provide a Community/Home/School Coordinator and staff who will assist in following up on attendance issues. The Community/Home/School Coordinator and support staff will: <ul style="list-style-type: none"> • Contact refugee coordinators and case workers in order to assist in solving attendance problems; • Organize health clinics and other programs that keep students from being absent for reasons that can be addressed in the school building; • Work with families to understand expected norms for school attendance in the U.S.; and, • Work to help students develop educational goals and to learn what options are available to continue their education past high school. 	Attendance is impacted by families new to the U.S. not understanding requirements for attending school, as well as other issues which create hardships as families to accomplish. This year, 159 students had 10 or more absences and many of these had multiple absences because they were not able to return to school without having shots. Also, students and families bring with them a different understanding and expectation for education which may not match expectations and norms in the U.S.	Perlman, Carole L., and Sam Redding, eds. 2009. <i>The Handbook on Effective Implementation of School Improvement Grants</i> . Lincoln, IL: Center on Innovation & Improvement. National School Climate Center. 2007. <i>The school climate challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy</i> . Full text available http://www.schoolclimate.org/climate/documents/school-climate-challenge.pdf	8/11	6/14

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6.B	Analyze discipline referrals for commonalities. Teachers and leadership will: <ul style="list-style-type: none"> Meet on a regular basis to exam and discuss student discipline referrals in order to address issues arising from discipline; and, Work together to teach students U.S. school norms and expectations for behavior. 	Discipline and attendance impact all other areas of school. When students are not in class often, or on a regular basis, not only does it impact the school accountability negatively, but it also keeps the student from learning and progressing in a timely fashion.	National School Climate Center. 2007. <i>The school climate challenge: Narrowing the gap between school climate research and school climate policy, practice guidelines and teacher education policy</i> . Full text available http://www.schoolclimate.org/climate/documents/school-climate-challenge.pdf	8/11	6/14
6.A 6.B	Institute programs to increase awareness and prevention of bullying. Teachers and leadership will: <ul style="list-style-type: none"> Use data gained through discipline referral analysis to address issues of bullying; Create a school-wide environment that discourages bullying; Develop discipline and rules against bullying; Work with students who have been bullied; and, Keep social agencies and tutors informed of developments in bullying activities during the school day so caseworkers and tutors may assist in monitoring and intervening. 	All students need a safe environment in which to learn best. Bullying removes this sense of safety from the learning environment and students who have been bullied report incidences of depression, loneliness, anxiety, low self-esteem, and thoughts of suicide more often than their peers.	Health Resources and Services Administration's <i>Stop Bullying Now!</i> Campaign. http://www.stopbullyingnow.hrsa.gov/adults/default.aspx Limber, S.P. 2002. <i>Bullying among children and youth</i> . Proceedings of the Educational Forum on Adolescent Health: Youth Bullying. Chicago: American Medical Association. Limber, S.P. 2004, Winter. What works – and doesn't work – in bullying prevention and intervention. <i>Student Assistance Journal</i> 16-19. Olweus, D. 1993. <i>Bullying at school: what we know and what we can do</i> . NY: Blackwell.	8/11	6/14

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6.A 6.B 6.C	Provide social counseling intervention. Teachers, leadership and university programs will: <ul style="list-style-type: none"> Work together to increase attendance through providing social and emotional counseling while students are at school (before or after school) or by providing services at the apartment complexes or community centers. 	This activity will support the needs of both INA students and develop relationships between the school and community. For university counseling students to be effective, they need to have a short orientation in preparation for working in this situation. They will also need mentors to guide them while working at INA in order to learn how to best meet many needs students may bring to the classroom.	Wood, Lacy, Amy Averett, Deborah Donnelly, Marilyn Fowler, Catherine Jordan, Margaret Myers, Evangelina Orozco, and Brian Litke (programmer). 2009. Connection Collection. Searchable, online database includes annotations for over 140 articles, monographs, and other literature related to school, family, and community involvement in education. http://www.sedl.org/connections/resources/bibsearch.html	8/11	6/14
6.A 6.B	Develop/implement a collaborative with local university counseling and teacher preparation programs. Teachers, leadership and university programs will: <ul style="list-style-type: none"> Provide a short description of the groups of students currently attending INA; Describe the types of issues that have already been observed in the school; Explain the types of differentiation pre-service teachers need to incorporate in lessons; and, Provide a contact person who will work alongside the student mentor to assist the pre-service teacher in successfully completing the practicum. 	Many pre-service teachers are placed at INA for their student teaching practicum. For university students to be effective, they need to have a short orientation in preparation for working in this situation. They will also need mentors to guide them while working at INA in order to learn how to best meet many needs students may bring to the classroom.	Henderson, A.T., & Mapp, K.L. (2002). <i>A new wave of evidence: The impact of school, family, and community connections on student achievement</i> . Austin, TX: Southwest Educational Development Laboratory. Available at: http://www.sedl.org/connections/resources/evidence.pdf .	8/12	6/14

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Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6.A 6.B 6.C	Institute mentorship program. Peer mentors/guides will: <ul style="list-style-type: none"> • Provide short information sessions for INA students who are exiting to middle and high schools; • Provide leadership on school tours for INA students; and, • Serve as contacts once INA students are on campus in order to help acclimate to the new building. 	In order to allow older students opportunity to be involved in service learning projects and to best address the needs of current INA students, older students will be invited to become peer mentors/guides for current INA students to learn how to continue toward graduation.	Stonehill, Robert M., Priscilla M. Little, Steven M. Ross, Laura Neergaard, Lynn Harrison, James Ford, Sharon Deich, Emily Morgan, and Jessica Donner. 2009. <i>Enhancing school reform through expanded learning</i> . Naperville, IL: Learning Point Associates. Full text available http://www.learningpt.org/pdfs/EnhancingSchoolReformthroughExpandedLearning.pdf	6/12	6/14
6.A 6.B 6.C	Increase involvement in local cultural activities. Teachers and leadership will: <ul style="list-style-type: none"> • Provide opportunity for students to attend local cultural activities as rewards for good behavior; and, • Involve students in volunteering at local events as part of service learning projects. 	ELLs need guidance in learning how to join in social events in the neighborhood(s) or city. When students are comfortable and know how to become involved in local events, the family will experience greater access to culture and activities located in the community.	Cabello, B., & Burstein, N. (1995). Examining teachers' beliefs about teaching in culturally diverse classrooms. <i>Journal of Teacher Education</i> , 46(4), 285-294. Hofstede, G. (2001). <i>Culture's consequences</i> . Thousand Oaks, CA: Sage Publications. Rothstein-Fisch, C. (2003). Readings for Bridging Cultures: Teacher Education Module. Lawrence Erlbaum, Publisher. Trumbull, E., Rothstein-Fisch, C., Greenfield, P., and Quiroz, B. (2001). <i>Bridging Cultures between Home and School: A Guide for Teachers</i> . Lawrence Erlbaum, Publisher.	8/11	6/14

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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
7C 7C	Engage INA administrators and teachers, with support of Quality Teaching for English Learners (QTEL) consultants, in developing teacher appraisal instruments and processes, with resulting plan to include (1) indicators which measure teacher participation/ performance and growth in PD and in instruction, (2) indicators to measure student performance and growth in both English proficiency and content, (3) use of appraisal data to improve teaching and learning, (4) provision of on-going PD support, and (5) plans for implementing staff rewards (beginning 2011–12).	Transformation models make it possible for schools to both support principals and teachers and to demand that they meet the challenge of deepening and accelerating the learning opportunities they provide their students. Since we require a transparent grading system for student work, there must be in place a transparent system of appraisal for teachers. There should be explicit criteria to describe quality performance in teaching. An equitable system will be one that allows teachers to work through developing the process so that they are in agreement with the requirements and expectations of the system.	<p>Coggshall, Jane, Molly Lasagna, and Sabrina Laine. 2009. <i>Toward the Structural Transformation of Schools: Innovations in Staffing</i>. Full text available http://www.learningpt.org/expertise/educatorquality/resources/publications/innovationsInStaffing.pdf. Washington, D.C.: Learning Point Associates.</p> <p>Goe, Laura, Courtney, and Olivia Little. 2008. <i>Approaches to evaluating teacher effectiveness: A research synthesis</i>. Washington, D.C.: National Comprehensive Center for Teacher Quality. Full text available http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf.</p> <p><i>Performance-based rewards for teachers</i>. 2007. Department of Education, Science and Training – Surveys and Workforce Analysis Section. Canberra, Australia. Department of Education, Employment, and Workplace Relations. Full text available http://www.dest.gov.au/NR/rdonlyres/19D519D4-F4EE-4B86-8B6E-1E9531AE4F87/16285/DESTPerformancebasedrewardsforteachersAPRIL.pdf.</p> <p>Ingvarson, Lawrence, Elizabeth Kleinhenz, and Jenny Wilkinson. 2007. <i>Research on performance pay for teachers</i>. Victoria, Australia: Acer Press. Full text available http://www.dest.gov.au/NR/rdonlyres/D477C6A5-C8EF-4074-8619-FF43059445F8/25208/ACERPerformancePayPaper.pdf.</p>	8/11	6/14

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A 7C	Based on teacher participation in and performance related to campus planning activities in 2010–11, implement teacher rewards system and teacher reapplication/ recommitment process, to result in identification of teachers to continue assignment at INA in 2011–12.	As stated in the previous activity, the rationale for this activity must include an element of transparency in the creation and implementation of the reapplication/ recommitment process. When rewards are instituted, it must be clear what these are based on and how quality was measured. If teachers decide to stay or leave the campus, it must be with the understanding of how their goals and professional aspirations match, or do not match, the goals of the campus. The ultimate goal of a rewards/reapplication/ recommitment process is to strengthen and empower the staff.	Kowal, Julia, Jacob Rosch, Emily Ayscue Hassel, and Bryan Hassel. <i>Performance-based dismissals: cross-sector lessons for school transformations</i> . Lincoln, IL: Academic Development Institute. Full text available http://www.centerii.org/survey/downloads/Performance-Based_Dismissals.pdf .	2/12	6/12
7C	Develop/implement publicity strategies, documents, and process for advertising for and selecting teachers to fill vacated positions when needed.	Not every teacher will be an appropriate choice for joining a campus which is undergoing transformation. Prospective teachers and staff need to be informed in advance of the requirements and expectations for joining the staff, and it is in the best interest of the campus to recruit and hire the most qualified teachers who share the vision for student success.	<i>School turnaround teachers: selection toolkit</i> . 2008. Public Impact. Chapel Hill, North Carolina: Public Impact for The Chicago Public Education Fund. Full text available http://www.publicimpact.com/publications/Turnaround_Teacher_Compencies.pdf . <i>School turnaround teaches: selection toolkit</i> . 2008. Public Impact. Chapel Hill, North Carolina: Public Impact for The Chicago Public Education Fund. Full text available http://www.publicimpact.com/publications/Turnaround_Teacher_Selection_Toolkit.pdf .	6/12	6/14

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7A 7C	With continued professional development support from QTEL and FWISD central staff, implement teacher appraisal plan (as planned by staff), with plan to include teacher participation/ performance and student achievement measures as well as staff rewards component.	With the goal of sustaining academic rigor in teaching ELLs, it is imperative to assist teachers to become able and proficient in their professional skills, as well. The QTEL professional development program, developed by Dr. Aida Walqui, will provide systematic and coherent high quality teacher professional development and coaching throughout the length of the project. This involves the retooling of the school, teacher leader's and administrators' capacity to that they all feel competent to carry out their work guided by a shared and coherent vision of quality education for the ELLs they serve.	<p>Goe, Laura, Courtney, and Olivia Little. 2008. <i>Approaches to evaluating teacher effectiveness: A research synthesis</i>. Washington, D.C.: National Comprehensive Center for Teacher Quality. Full text available http://www.tqsource.org/publications/EvaluatingTeachEffectiveness.pdf</p> <p><i>Performance-based rewards for teachers</i>. 2007. Department of Education, Science and Training – Surveys and Workforce Analysis Section. Canberra, Australia. Department of Education, Employment, and Workplace Relations. Full text available http://www.dest.gov.au/NR/rdonlyres/19D519D4-F4EE-4B86-8B6E-1E9531AE4F87/16285/DESTPerformancebasedrewardsforteachersAPRIL.pdf.</p> <p>Ingvarson, Lawrence, Elizabeth Kleinhenz, and Jenny Wilkinson. 2007. <i>Research on performance pay for teachers</i>. Victoria, Australia: Acer Press. Full text available http://www.dest.gov.au/NR/rdonlyres/D477C6A5-C8EF-4074-8619-FF43059445F8/25208/ACERPerformancePayPaper.pdf.</p>	8/12	6/14

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	In collaboration with QTEL consultants, implement first stage of on-going job-embedded professional development for teachers designed to raise the level of teaching and learning in the classroom and focused on QTEL principles of Academic Rigor, High Expectations, Quality Interactions, Language Focus, and Quality Curriculum, with PD to include... <ul style="list-style-type: none"> • 3 days of introductory PD prior to school for all teachers; • 3 days of discipline-specific PD during the year for teachers in each content area; • 4 coaching cycles for teachers in each content area (4 days per cycle) 	With the goal of sustaining academic rigor in teaching ELLs, it is imperative to assist teachers to become able and proficient in their professional skills, as well. The QTEL professional development program, developed by Dr. Aida Walqui, will provide systematic and coherent high quality teacher professional development and coaching throughout the length of the project. This involves the retooling of the school, teacher leader's and administrators' capacity to that they all feel competent to carry out their work guided by a shared and coherent vision of quality education for the ELLs they serve.	Walqui, Aida, Nanette Koelsch, Leslie Hamburger et al. 2010. <i>What are we doing to middle school English Learners? Findings and recommendations for change from a study of California EL programs</i> (Research Report). San Francisco: WestEd. Full text available at http://www.wested.org/online_pubs/PD-10-02-full.pdf . Walqui, Aida, and Leo van Lier. 2010. <i>Scaffolding the academic success of adolescent English language learners</i> . San Francisco: WestEd.	8/11	6/12

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	<p>Implement second stage of collaboration with QTEL to provide on-going job-embedded professional development for teachers focused on QTEL principles for teaching English language learners in all content areas, with PD to include</p> <ul style="list-style-type: none"> • 1 day of multidisciplinary PD prior to school • 4 days of discipline-specific PD during the year for teachers in each content area; • 4 coaching cycles for teachers in each content area (4 days per cycle) • Regular coaching of teachers by INA Lead Content Teachers trained in coaching based on QTEL principles 	<p>While year 2 continues the professional development begun in year 1, teacher leaders will become apprentices as they participate more fully in the coaching process. According to the Merriam-Webster Online Dictionary, the term apprentice means "one who is learning by practical experience under skilled workers a trade, art, or calling." Teachers will continue to learn by "practical experience" within the disciplinary professional development sessions, as well as learn from analysis of their own videos and from the coaching support of QTEL consultants and the INA principal.</p>	<p>Walqui, Aida, Nanette Koelsch, Leslie Hamburger et al. 2010. <i>What are we doing to middle school English Learners? Findings and recommendations for change from a study of California EL programs</i> (Research Report). San Francisco: WestEd. Full text available at http://www.wested.org/online_pubs/PD-10-02-full.pdf.</p> <p>Walqui, Aida, and Leo van Lier. 2010. <i>Scaffolding the academic success of adolescent English language learners</i>. San Francisco: WestEd.</p>	8/12	6/13

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	Implement third, and final, stage of collaboration with QTL to provide on-going job-embedded professional development for teachers, with stage designed to transfer PD responsibility to INA leadership by end of year; PD for year to include <ul style="list-style-type: none"> • 2 days of multidisciplinary PD prior to school • 2 days of discipline-specific PD during the year • 4 coaching cycles (4 days per cycle), with 2 cycles led by INA leadership staff 	During the 3 rd year of the QTEL project, professional development will continue through the year, but the goal of this time is to move from dependence on the QTEL personnel into independence of administrators and teacher leaders as they prepare to continue the cycle of training and coaching in future years. Teacher leaders will begin to serve as coaches and draw other teachers into the apprentice role in order to continually develop a new cadre of leaders.	Walqui, Aida, Nanette Koelsch, Leslie Hamburger et al. 2010. <i>What are we doing to middle school English Learners? Findings and recommendations for change from a study of California EL programs</i> (Research Report). San Francisco: WestEd. Full text available at http://www.wested.org/online_pubs/PD-10-02-full.pdf . Walqui, Aida, and Leo van Lier. 2010. <i>Scaffolding the academic success of adolescent English language learners</i> . San Francisco: WestEd.	8/12	6/14

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7B	Revamp current FWISD "ESL PD Stipend Plan" to tailor requirements and PD offerings to support INA initiative; implement in stages to support QTEL plan	One of the ripple effects of this project at INA will be to realign other district programs to better reflect the changes in expectation and training teachers will develop on this campus as a result of having been a part of QTEL training. As teachers become better qualified, the district stipend program will need to mirror the transformation and to support the continued development of teachers.	Walqui, Aida, and Leo van Lier. 2010. <i>Scaffolding the academic success of adolescent English language learners</i> . San Francisco: WestEd.	8/11	6/14
7B	Ensure coordination/connectedness of INA program with initiatives of district and with home school programs in district by providing district Waiver Day training on specified Waiver Days or through other documented means and by requiring attendance of INA teachers at district content-specific PD as appropriate	As stated in the previous activity, the rationale for this activity must include an element of transparency in the creation and implementation of the reapplication/recommitment process. When rewards are instituted, it must be clear what these are based on and how quality was measured. If teachers decide to stay or leave the campus, it must be with the understanding of how their goals and professional aspirations match, or do not match, the goals of the campus. The ultimate goal of a rewards/reapplication/recommitment process is to strengthen and empower the staff.	Chris Dolejs. 2006. Report on key practices and policies of consistently higher performing high schools. Washington, D.C.: National High School Center. http://www.betterhighschools.com/docs/ReportOfKeyPracticesandPolicies_10-31-06.pdf	8/11	6/14

Add additional pages as needed.

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

Part 4: Waiver Requests

Applicants must check the waivers in which the LEA/campus intends to implement.

- Extending the period of availability of school improvement funds.
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 on-going monitoring of grant activities to ensure continuous improvement

In order to provide stakeholders with *Ongoing Monitoring and Continuous Improvement*, the evaluation will utilize periodic feedback to the participating campus and its grant advisory team. The seven performance goals will be assessed through both ongoing qualitative and quantitative assessments with monthly, quarterly, and yearly feedback.

Academic Performance: Student academic performance will be closely monitored through data teams whose role is to help teachers review and interpret as well as determine action plans for student instructional change. Additionally, these teams aggregate and disaggregate data at the school level, build tables and charts, and discuss with grade/content teachers. The *Curriculum Based Assessments* are administered multiple times per year (depending on content and grade) and teachers along with the campus data team have real-time access to those results. All state and local testing is available through DataSmart a district-wide data dashboard.

Data to Drive Instruction: Decisions that drive instruction will be examined through close analyses of the frequency of access to DataSmart and the Curriculum Frameworks, the District's managed curriculum program. Teachers' perception of their decision making relative to data will be gathered through interviews. Quarterly feedback to the campus will provide the frequency of access to DataSmart and the Curriculum Frameworks, as well as the teachers' thought about instructional decision making from the interviews. Additionally, the annual teacher survey will ask teachers their perception of using data to modify instruction, the use of interim assessment data (e.g. use of CBA), and their confidence in using DataSmart.

Parent Involvement Data will be collected regarding the campus' efforts to increase communication from campus-to-parent and parent-to-campus. Parents will be surveyed to determine levels of satisfaction with campus communication. Parent liaisons logs will be examined on a quarterly basis to determine specific communication efforts and amount of parent contact. In addition, parent liaisons will be interviewed to determine their perceptions of barriers relevant to parent communication. Teachers and principals will be surveyed to determine perceptions of communication improvement, as well as efforts to increase the connection between learning at home and learning at school. Quarterly updates will be given based on available data.

School Climate: School Climate is a part of each campus' *Campus Improvement Plan* and is reviewed multiple times per year by the campus staff and leadership. The annual *Teacher Survey* asks questions in the following areas: *Instruction, School Management, Employee Engagement, Professional Learning Community, and Student Discipline*. These indices provide data for the campus to review and make decisions regarding the school climate. To provide ongoing feedback regarding climate, staff meeting minutes will be kept and analyzed by the evaluator for patterns and trends.

Leadership Effectiveness: Ongoing data collection for leadership effectiveness will include teacher and student surveys which will ask for perceptions regarding effectiveness. Principals will participate in a focus group designed to elicit feedback regarding the Team Leadership Model training. Feedback will be given to share success and concerns with regard to the model.

Learning Time: Data will be gathered through professional development logs to verify training. Collaboration will be assessed through time logs, teacher interviews, and observations of planning. Quarterly feedback will be reported to the management committee. Extended day programs will collect data on participation and these minutes will be reviewed monthly.

Teacher Quality: Teacher quality improvement will be assessed through value-add data examining the teachers' ability to promote growth in student achievement. Significant growth will be recognized as 1.5 SE above the mean.

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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 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 formative evaluation process will use a "Process Capability and Maturity Model". This is used by the campus to plan how to improve organizational and individual processes. The Model describes 5 levels of capability:

1. "Initial" – No organized processes; performance depends on "heroics"
2. "Managed" – Some organized processes; repeatable performance
3. "Defined" – Organization-wide process approach; measures defined
4. "Quantitatively Managed" – Predictable performance
5. "Optimizing" – Processes are agile and continuously improved

The primary focus of the evaluation process will be to help the campus get to the optimizing level of capability. The process of understanding the transformational level of the organization and/or individual will focus on a *Balanced Measurement* approach. As stated in the *Ongoing and Continuous Improvement* section above, data will be gathered and analyzed to track, communicate and improve campus performance. The three types of measurement are Internal measures (e.g. Volume, Time, Cost), Output measures (e.g. Accuracy, Quality, Timeliness), and Satisfaction measures (e.g. Perception, Compliments, Awards). Internal measures assess the basic performance of the process. Specifically, Internal Measures will consist of learning minutes, training logs, attendance, and discipline referrals. Output measures assess the quality of its intermediate or final outputs. Specifically, Output Measures will include state and local testing, classroom observations, interviews, and value-add data. Both measures (Internal and Output) can be measured without involving the participants of the process. However, Satisfaction measures are direct assessments of the participant's view of the process. Satisfaction will consist of the teacher, student, principal, and parent surveys. Together, these three types of data will be used by the various campus groups and the grant advisory committee to evaluate the implementation of the grant and the improvement of student success.

Mechanisms being built to transform the schools include the data coaching teams, grade level, and content level teams at the campus level. These teams meet and discuss data, instruction, and classroom management issues. Action plans are made, implemented, and reassessed. From the district level, academic coaches are assigned by content and their role is to provide peer coaching for instruction in their content area. Additionally, their peer coaching with individual teachers is based on CBA data as well as student work product. This continual ongoing and formative assessment process will use the data from the grant to add to their repertoire and move the data to the student expectation level increasing the campus capability.

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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

Qualitative

The process for gathering Qualitative data will occur using a model that (1) targets a set of behaviors or activities, (2) collects data on the target, (3) provides feedback to stakeholders for discussion, and (4) identified new set of targets. Qualitative data will be collected on the seven goals in the following ways:

Classroom observations: Observation will be conducted to determine the extent to which grant activities are being implemented at the classroom level. The primary foci of the observations will be based on targeted activities from QTEL professional development, campus initiatives, and other grant related activities. Observations will be conducted by trained observers using a rubric and protocol with 85% or better inter-rater reliability. Randomly selected classrooms will be observed with the intent of getting a snapshot of the campus' best practices. Teacher names will not be used and observation data will be aggregated across the campus. Feedback will be reported quarterly to the advisory committee as data are available.

Learning Walks: As part of the grant's primary focus of using the QTEL instructional protocols, instructional walks will be used to provide feedback to teachers. Additionally, instructional walks will identify implementation of grant activities as the performance indicator. Instructional Walks result in "wonderments" about instruction, assessment, and student performance based on the snapshot observation. These wonderments will be reviewed by the evaluator for patterns.

Data Team Observations: Data Team meetings will be observed to determine the link between data (student and campus level), its interpretation at the Leadership level, and differentiation at the classroom level. The connection between data reports and what happens with the interpretation at the classroom level will be a focus. These data will provide indicators for other data collections such as surveys.

Teacher Interviews Based on classroom observations, teachers will be selected for an interview regarding the observation. Instructional decision points will be identified and discussed with the teacher. In particular, the teachers' decision making regarding the instruction, data, and responses to students about their work product will be discussed.

Quantitative

Student Academic measures: To assess student *academic achievement* level, local and state data will be collected by grade and content area (June). Ongoing assessment data will be comprised of Curriculum Based Assessment (CBAs) given periodically through the year by curriculum unit. These data are uploaded in real time to the District data dashboard DataSmart which displays student results by student expectation (SE). These data will be used to modify instruction.

Surveys: To assess teacher perception of professional development, campus initiatives, climate, and employee engagement, a *teacher survey* will be administered during the spring semester. Feedback will be given in late spring. To assess student perception of campus climate, a *student survey* will be administered during the spring semester and feedback will be given in late spring. To assess parent perception of school climate and parent engagement, a *parent survey* will be administered in the fall and feedback will be available during the spring semester.

Activity Logs: Coaching logs, professional development logs, and parent liaison logs will be collected to determine the amount of activity for each activity. Coaching logs will assess the types of coaching teachers receive from their academic coaches, such as modeling or team teaching. Professional development logs will determine attendance and amount of training teachers receive. Parent liaison logs will report on parent involvement activities, the number of attendance and type of activity. Extended day programs will collect amount of time students are served through the program.

District Data: Teacher attendance data will be reported quarterly to the advisory meeting with district comparison data. Discipline referrals will be reported by semester.

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

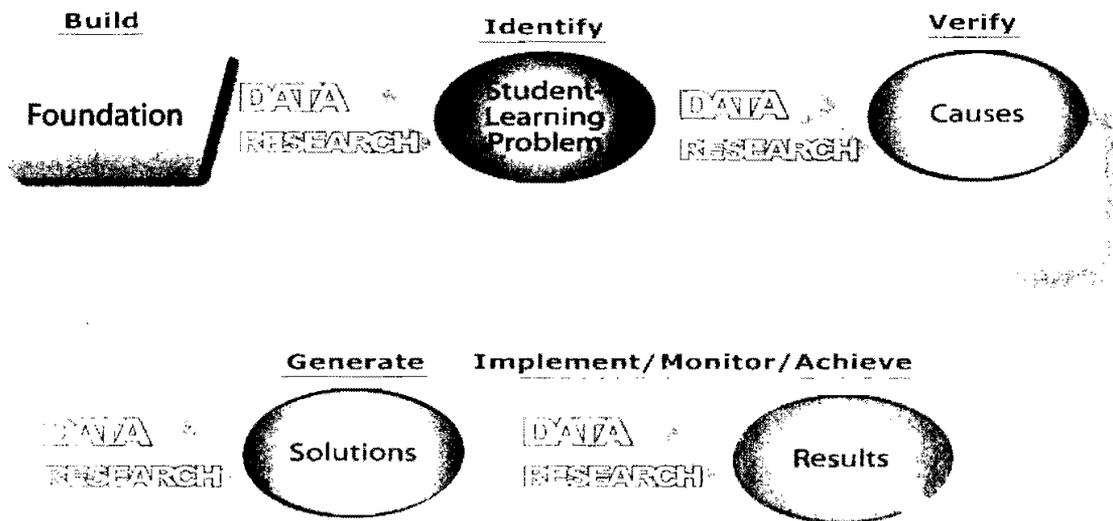
Part 2: Process for Development of Performance Goals

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).

Significant progress in improving student learning and closing achievement gaps is a moral responsibility and a real possibility for FWISD campuses. The use of Data Teams and Data Coaches will give increased meaning to campus data. Effective data users become aware of and critically examine their frames of reference and assumptions. Through the collaboration process below, collaboration will unleash resourcefulness and creativity to continuously improve instruction and student learning. The campus understands that using data itself does not improve teaching. Improved teaching comes about when teachers implement sound teaching practices grounded in cultural proficiency – understanding and respect for their students' cultures – and a thorough understanding of the subject matter and how to teach it, including understanding student thinking and ways of making content accessible to all students. Every member of a collaborative school community can act as a leader, dramatically impacting the quality of relationships, the school culture, and student learning.

Process for Development of Performance Goals



Adapted from Wellman, B., & Lipton, L., 2004. *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*. Sherman, CT: MiraVia, LLC. Used with permission.

The adapted model from Wellman and Lipton will be the "Data Process" for thinking about and developing performance goals. The process will incorporate (1) campus and district leadership, (2) data coaches, (3) data teams, and (4) classroom teachers. The Data Process consists of five major components. Within each component is a sequence of tasks that Data Coaches carry out with Data Teams.

The first component is *Building the Foundation*. In this component, Data Coaches lay important groundwork with the Data Teams such as building stakeholder support, establishing roles on the data teams, and creating time for collaboration. In the second part of the process, *Identifying a Student-Learning Problem*, Data Teams use multiple student-learning data sources to identify a goal for improvement. The third component, *Verifying Causes*, involves examining local data about practice and relevant research to verify that the causes the team is preparing to act on are supported by evidence. In *Generating Solutions*, the team applies "logic-model" thinking to generate strategies for improving results and develop a monitoring plan. As the team implements solutions, they monitor their results and ultimately achieve and celebrate success.

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Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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

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

Data Decision Making Groups: The groups within the decision making process determining the performance goals are *Leadership* (district and campus), *Data Coaches*, *Data Teams*, and *Classroom Teachers*.

Leadership is comprised of two teams with 4-6 staff. Members at the District level include a member from *Accountability*, *Curriculum Directors*, and *Leadership Directors*. Their role is to help with data literacy and data analysis tools. They are assigned to 8-10 campuses and meet regularly with the campus data teams. They support, review and provide feedback for data assignments. Additionally, they team supports campus interpretation and use of data results to form performance goals. At the campus level, the Leadership team is composed of those having instructional expertise, technical expertise, and "people skills". It is comprised of the Data Coach, Principal, Content area chairs, specialists, or grade-level representatives, Special Ed lead teacher and/or inclusion teacher, and ESL or Bilingual teacher. The diversity of the team allows for multiple levels of data analysis and the development of performance goals.

Data Coach: The data coach is a full-time "teacher on assignment". Their role is to assist educators as they examine all kinds of school information, including student achievement, perception, demographic, and process data. In this role, the coach helps individual teachers and teacher teams understand their students' strengths and weaknesses, and identify instructional strategies, structures, programs, or curriculum to address identified needs. Specifically, the coach will build the data literacy of teachers through data skills and tools. They will convene meetings, facilitate the process, support the norms of collaboration, keep the campus vision alive, and lead the data experience.

Data Team: The Data Team consists of 4-6 staff of the campus including the Principal, Assistant Principal, Instructional Specialist, Data Coach, Academic Coordinator, Classroom Teachers, and Data Clerk. The role of the team consists of developing data literacy skills, collect, organize and analyze data, present results to instructional staff, and train and involve instructional staff in interpretation and use of data for instruction. This process of collaboration is designed to change the culture of the campus and make data decision making part of the daily culture. This team will help drive the performance goals and their outcomes.

Classroom Teachers: The end user of the process is the classroom teacher. Their role is to take the data and use it to understand how the student is learning, what needs to change instructionally for clearer understanding, identify the student expectation and associated instructional differentiation. After the new instruction and activity is delivered the cycle starts again with looking at the data and deciding the next steps.

Developing performance goals is a collaborative and systemic effort at the campus with various groups being involved using a distinct model for decision-making.

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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 Yr Performance	Yr 1 Progress Goal	Yr 2 Progress Goal	Yr 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	Curriculum Based Assess	No Data Available	Develop & Establish Baseline	Target will be set based on baseline data	Target will be set based on baseline data
2	Improve Student Achievement in Reading/ELA	QTEL Student Portfolio	No Data Available	Develop Protocol & Establish Baseline	Target will be set based on baseline data	Target will be set based on baseline data
3	Improve Student Achievement in Reading/ELA	TELPAS; LAT Reading	LAT Reading 6 th - 0% passing 7 th - 0% 8 th 0% TELPAS (% at Intermediate level or above) 6 th - 57% 7 th – 56% 8 th – 38% 9 th – 56%	LAT Reading 6 th - 5% 7 th – 5% 8 th – 5% TELPAS (% at Intermediate level or above) 6 th - 62% 7 th – 61% 8 th – 43% 9 th – 61%	LAT Reading 6 th - 10% 7 th – 10% 8 th – 10% TELPAS (% at Intermediate level or above) 6 th - 67% 7 th – 66% 8 th – 48% 9 th – 66%	LAT Reading 6 th - 15% 7 th – 15% 8 th – 15% TELPAS (% at Intermediate level or above) 6 th - 72% 7 th – 71% 8 th – 53% 9 th – 71%
		Curriculum Based Assessments	49.57%	55%	62%	70%
4	Improve Student Achievement in Math	LAT Math	LAT Math 6 th - 13% 7 th – 7% 8 th – 4%	LAT Math 6 th - 18% 7 th – 12% 8 th – 9%	LAT Math 6 th - 23% 7 th – 17% 8 th – 14%	LAT Math 6 th - 28% 7 th – 22% 8 th – 19%
		Curriculum Based Assessments	36.63%	40%	45%	50%
5	Improve Student Achievement in Science	LAT Science	LAT Science 6 th - No administration 7 th – NA 8 th - 4%	LAT Science 6 th - No administration 7 th – NA 8 th - 9%	LAT Science 6 th - No administration 7 th – NA 8 th - 13%	LAT Science 6 th - No administration 7 th – NA 8 th - 18%
		Curriculum Based Assessments	22.97%	28%	33%	38%
6	Improve Student Achievement in Social Studies	Curriculum Based Assessments	40.88%	45%	50%	55%

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	Improve the use of multiple sources of student data (i.e., test data, interventions, attendance) to modify/enhance instruction in the classroom.	Teacher Survey 1–8	85.7%	87.5%	91.5%	95.5%

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2	Improve the use of interim assessment data (CBAs) to modify/ enhance instruction in the classroom.	Teacher Survey 1-10	37.5%	42.5%	50.0%	70.0%
3	Improve the confidence of using DataSmart.	Teacher Survey 1-17	25.0%	30.0%	45.0%	60.0%
4	Improve quality feedback through "Instructional Walks"	Teacher Survey PLC3	57.0%	60.0%	65.0%	70.0%
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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	Improve Principal's Leadership Effectiveness Score.	Teacher Survey	3.13/4	3.3/4	3.4/4	3.5/4
2	Increase teacher report that academic coaches improve the effectiveness of instruction.	Teacher Survey (PLC 16)	40%	45%	55%	70%
3	Show positive perception from principals regarding the <u>Team Leadership Model</u> .	Principal Survey	Data Not Available	40%	50%	70%

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	Increase time for teacher collaboration through increased days for professional development.	Professional Development Training Logs	10	11	12	12
2	Increase opportunities for modeling and peer coaching.	Coaching Logs	NA	Develop & Set Baseline	TBD by Baseline Data	TBD by Baseline Data
3	Increase usage of the Curriculum Frameworks as connected to QTEL principles to improve focused time in instruction.	Classroom Observations/ Teacher Interview	NA	Develop & Set Baseline	TBD by Baseline Data	TBD by Baseline Data
4	Increase minutes during the academic day through extending the day.	Extended Day Logs	385 min. for MS 350 min. for HS	440 min for both	440 min for both	440 min for both
5	Increase learning time during the summer.	Attendance Records (Kid minutes per week)	180,000	210,000	270,000	270,000

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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	Improve communication between parents and the campus (Composite Score).	Parent Survey	NDA	TBD Baseline	TBD by Baseline Data	TBD by Baseline Data
2	Improve teacher's timely endeavors to contact parents about academic and behavior progress (Composite Score).	Parent Survey	NDA	TBD Baseline	TBD by Baseline Data	TBD by Baseline Data
3	Improve information to parents on student evaluation (Composite Score).	Parent Survey	NDA	TBD Baseline	TBD by Baseline Data	TBD by Baseline Data
4	Improve parent perceptions of campus efforts to assist with guidance on learning at home (Composite Score).	Parent Survey	NDA	TBD Baseline	TBD by Baseline Data	TBD by Baseline Data
5	Increase the collaboration of community services at the campus level.	Parent Liaison Logs	NDA	TBD Baseline	TBD by Baseline Data	TBD by Baseline Data

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	Improve teacher absence rate.	District Database	9%	8%	8%	8%
2	Improve classroom management and disciplinary climate.	Discipline Referrals	427 referrals	390	350	300
3	Improve campus climate composite score for Instruction.	Teacher Survey	3.0/4	3.2/4	3.3/4	3.5/4
4	Improve campus climate composite score for School Management.	Teacher Survey	2.85/4	3.0/4	3.3/4	3.5/4
5	Improve campus climate composite score for Employee Engagement.	Teacher Survey	NA	3.0/4	3.3/4	3.5/4
6	Improve campus climate composite score for Professional Learning Community.	Teacher Survey	NA	3.0/4	3.3/4	3.5/4
7	Improve campus climate composite score for Student Discipline.	Teacher Survey	2.97/4	3.0/4	3.3/4	3.5/4

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve teacher pedagogy through participation in QTEL protocols and expectations.	QTEL Rubric	No Data Available	Develop & Set Baseline	TBD by Baseline Data	TBD by Baseline Data
2	Improve teacher pedagogy through participation in QTEL evaluation systems.	QTEL Rubric	No Data Available	Develop & Set Baseline	TBD by Baseline Data	TBD by Baseline Data
3	Improve teacher instructional knowledge through QTEL content reading protocols.	QTEL Rubric	No Data Available	Develop & Set Baseline	TBD by Baseline Data	TBD by Baseline Data
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 type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

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

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

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

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

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

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

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

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

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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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Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A	Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276
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~~August 1, 2010~~
 Project Period: ^{FEBRUARY 22, 2011} 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	\$2,310,449	\$ 19,200	\$	\$ 2,329,649
Professional and Contracted Services	5C	6200	1,012,558	0	0	1,012,558
Supplies and Materials	5D	6300	81,683	1,500	0	83,183
Other Operating Costs	5E	6400	245,000	3,000	0	248,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX		0	0	0
Total Direct Costs			3,649,690	23,700	0	3,673,390
2.908% Indirect Costs				76,610	0	76,610

Grand Total						
Total Budgeted Costs:			\$ 3,649,690	\$ 100,310	\$ 0	\$ 3,750,000

Administrative Cost Calculation	
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	3,750,000
Multiply by 5% (5% limit)	X .05
Enter Maximum Allowable for Administration, including Indirect Costs	\$ 187,500

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Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

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

Year 1: SY 2010-2011 \$1,109,823

Year 2: SY 2011-2012 \$1,376,521 *

Year 3: SY 2012-2013 \$1,263,656 *

* 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

1) The cost per student (total grant request divided by the total number of students served) is appropriate for the results expected.

The total students projected to be served on this campus are 400, as well as 45 teachers and leaders and 400 families. The total grant request is \$3,750,000 over three years, and each year we expect to serve the students for 40 hours per week for approximately 3,120,000 student hours per year, the teachers with extra services for 50 hours/week for 162,000 teacher hours per year, and the families for 5 hours a week for 80,000 family hours per year resulting in a cost per student service hour of only \$6.16. This cost per hour is minimal, considering that services provided include a complete transformation of the campus climate, with extensive, ongoing professional development and daily coaching and guidance for leaders and teachers, extended day and year services for students with tutoring by licensed professional teachers to increase academic achievement, equipment to raise the level of interactive instruction, and a wide range of social services and parent services to increase academic and lifetime success for students.

(2) The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the proposed project. The budgeted personnel for the project covers sufficient extra-duty and substitute pay for teachers to cover training, planning, and extended day and year programs, with accompanying supplies and materials for both teacher, student and parent needs.

(3) Expenditures and activities are supplemental to, and do not supplant or duplicate, services currently provided. All activities have been planned in coordination with existing programs and funding to ensure that they are supplemental and not supplanting. Program activities do not supplant or duplicate services currently provided.

Funding schedule notes:

Schedule #5B – Payroll Costs – 6100 Payroll costs provide for the required and allowable activities as described in the RFA. District and campus support personnel will ensure that budgeted transformation activities are implemented. Evaluators and Administrative staff ensure that all reports are prepared and submitted on time and with adequate information. Teaching staff time allows for professional development and planning and to provide services to students as described above under #2, and adequately supports the academic and family services provided. This budget will provide funding for the District Shepherd, Transformation Specialist, Home School Coordination Staff, ESL Grant Specialist, Teachers, Operations Manager, Parent Liaisons, Orientation Lab Specialist, Teacher Mentor, Data Analyst, and Family Specialist. Teacher extra duty in professional development and tutoring. In addition, funds covered in the extra duty line will pay for five days of professional development for teachers, incentive sign-on bonus, and reward pay if milestones are met.

Schedule #5C – Professional and Contracted Services – 6200 Funds are included for recommended state provider SIRC, as well as additional local community services to be regularly involved in the schools as active supporters of the programs and services offered. QTEL will provide a comprehensive professional development component. Additional contracted services will provide additional family and professional development support as recommended in the Transformation model. Additional contractors will be sought after the Comprehensive Needs Assessment completed by SIRC.

Schedule #5D – Supplies and Materials – 6300 Supplies purchased directly relates to the transformation goals and academic needs of students. Training and materials for long-term systemic change are emphasized, along with family involvement and academic improvement materials related to the specific needs of the campus. Items include supplies for extended day/year, program implementation supplies such as pencils, pens, paper, chart paper, markers, composition notebooks, flash drives, manipulatives, and technology upgrades and software.

Schedule #5E – Other Operating Costs – 6400 As required by the grant, funds are included for staff to participate in required and recommended training events. Costs are included for field trips to meet the needs of these students living in poverty with little opportunity for experiences which promote academic cultural literacy. Food costs are budgeted for snacks, and transportation costs are budgeted for families for special parent involvement activities.

Schedule #5G– Capital Outlay – 6500 The campus does not have any capital outlay items budgeted.

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Texas Title I Priority Schools Grant
Schedule #5B—Payroll Costs (6100)

Budgeted Costs						
Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted	
Instruction						
1	Teacher					
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist	Project Evaluator		1		19,200
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	Community Home School Coords.	1	2		289,000
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: ESL Grant Project Specialist		1			215,214
23	Title: Immigration Services Liaison		1			225,000
24	Title: Orientation Lab P/T Professional			4		150,000
25	Title: Social Worker		1			126,000
26	Title: Project Development Specialist			1		19,200
27	Title: District Shepherd			1		54,000
	Student Data Analyst (Data driven instruction)		1			100,000
28	Title: Transformation Specialist			1		67,500
29	Subtotal Employee Costs				\$	\$ 1,265,114
Substitute, Extra-Duty, Benefits						
30	6112	Substitute Pay				\$ 60,000
31	6119	Professional Staff Extra-Duty Pay				598,668
32	6121	Support Staff Extra-Duty Pay				102,000
33	6140	Employee Benefits				303,867
34	Subtotal Substitute, Extra-Duty, Benefits Costs					\$ 1,064,535
35	Grand Total Payroll Budget (line 26 + line 31)				\$	\$ 2,329,649

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Texas Title I Priority Schools Grant

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

	Expense Item Description	Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose:	\$	\$
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation:		
6299	Specify purpose: Parent and Community Communication Outreach		
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose:		

Subtotal		0
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6200 – Professional and Contracted Services Cost Requiring Specific Approval

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Subtotal		
-----------------	--	--

Professional and Consulting Services Less than \$10,000

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

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

SIRC – Texas Transformation Consulting as required by grant

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$ 90,000

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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):

Translation Services – Verbal translation for students and parents such as parent/teacher conferences/events, written translations for parent/student correspondence and parent events, written translations for classroom and testing use, INA students and parents speak more than 20 different languages

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$24,000

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

Quality Teaching for English Learners – QTEL will provide intensive training and evaluation of the INA staff over the course of the grant. In year one alone, QTEL will be on the INA campus 83 days. In **YEAR 1**, QTEL will provide 3 days of introductory PD prior to the beginning of the school year to approximately 47 teachers in multidisciplinary groups. They will develop a foundation on theory, vision for accomplished teaching and processes and practices for effective language development. They will also conduct three days of discipline specific PD during the school year in each of the 4 core areas. QTEL will provide 4 coaching cycles for content area teachers (4 days/cycle/discipline) which will provide 4 months with a QTEL person on site. QTEL will provide 4 additional days on site for leadership PD and coaching in monitoring and supporting quality instruction and faithful implementation of QTEL principles, tools and practices. Leadership work is focused on supporting teachers and monitoring instruction. Additionally, they will provide 3 days of principal professional development, 4 days to develop a portfolio of assessments that will be used to measure principal, teacher, and leadership growth throughout the years, 4 days dedicated to training leadership in report-writing and ongoing assessment of principal, leadership, and teacher apprenticeship, 2 days to work with district content area leaders so that they understand the process of deepening and accelerating the learning opportunities for English Language Learners at INA and can thus build on this knowledge during district subject matter meetings, and 3 additional days for follow-up and implementation. In **YEAR 2**, QTEL will provide one day of multidisciplinary PD prior to the start of school to reconnect vision and language about quality instruction for ELLs. They will provide 4 days of discipline specific PD during the school year in each of the 4 content areas, 4 coaching cycles for content area teachers with QTEL on site for 4 months. QTEL will guide selected teacher leaders in beginning apprenticeship to coach their peers. Four additional days of PD will be provided for the leadership group. They must shadow QTEL coaches and take increasing roles in supporting their peers during year 2 and more fully in year 3. QTEL will provide 3 days of administrator PD or coaching. Work is focused on supporting teachers and monitoring instruction. In **YEAR 3**, QTEL will provide 2 days of multidisciplinary PD prior to the start of school, 2 days of discipline-specific PD. Cycles are intended for apprenticeship opportunities for site leaders. Site instructional leaders will need to provide two additional cycles to transition responsibility from QTEL to the campus. QTEL will provide 3 days of administrator PD and coaching focused on program monitoring and implementation support. Finally, QTEL will provide 4 days with site instructional leaders to consult on their coaching and develop expertise to support peers.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$ 886,558

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

Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted	Pre-Award	Total Amount

mlh

220905

		Amount	Budgeted
<div style="background-color: #cccccc; width: 100px; height: 100%;"></div>	Contractor's Payroll Costs	\$	\$
	Title:		
	Subgrants, Subcontracts, Subcontracted Services		
	Supplies and Materials		
	Other Operating Costs		
	Capital Outlay (Subgrants Only)		
Indirect Cost (____%)			
Total Payment:		\$	\$ \$12,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$ 1,012,558
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			1,012,558
Remaining 6200- Professional and Contracted Services that do not require specific approval:			
Grand Total:			1,012,558

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

Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$ 20,000	
	#	Type	Purpose			Quantity
	1	Computers & Printers	Technology Updates			12
	2					
	3					
	4					
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					20,000	
Remaining 6300- Supplies and Materials that do not require specific approval:					63,183	
Grand Total				\$	\$ 83,183	

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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: National Staff Development Council, WestEd Training, Other Conferences as Determined	\$	\$ 126,000
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:		
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:		
Total 64XX- Operating Costs Requiring specific approval:			
			126,000
			122,000
Grand Total		\$	\$ 248,000

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

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

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>220905</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>220905</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.

Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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

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

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

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

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

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

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

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

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

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

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

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

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

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

Rev. 03/2010

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

SCHEDULE #6 B

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

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

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B

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

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

Required for all federal grants regardless of
the dollar amount

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

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>220905</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D -

Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY

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

Federal Program: _____

Name: _____

1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____
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4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____	If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21
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6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____
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8. Federal Action Number, if known:	9. Award Amount, if known: \$ _____
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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):
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(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	 County-District No. 220905
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>220905</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont.
NCLB ACT PROVISIONS &
ASSURANCES

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>220905</u> County-District No.
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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

SCHEDULE #6E - cont.
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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.

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>220905</u> County-District No.
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Federal Statutory Requirements

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

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	 <u>220905</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>220905</u> County-District No.
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6. **Recovery Independent Advisory Panel:** Section 1541 of the ARRA establishes the Recovery Independent Advisory Panel to make recommendations to the Recovery Accountability and Transparency Board on action the Board could take to prevent fraud, waste, and abuse relating to ARRA funds.

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

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

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

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS)	International Newcomer Academy LEA Name	220905 County-District#
		Fort Worth ISD Campus Name	062 Campus Number
by telephone/e-mail/FAX on _____ by _____ of TEA.	School Years 2010-2013	756001613 9-Digit Vendor ID#	11 ESC Region
		NOGA ID# (Assigned by TEA)	Date of Report 2/1/2011

Texas Title I Priority Schools Grant

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

Option 1 Timeline Due to TEA no later than August 31, 2010.

Option 2 Timeline Due to TEA no later than February 1, 2011.

May be submitted any time prior to deadline.

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

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

Part 1: Identified Needs

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

1. Improve Academic Performance

Milestones	A	A system involving use of common data analysis protocols, systematic collection of data, development of specific CBAs, and translation of data into goals needs to be established to ensure consistent and targeted use of data by teachers in instructional decisions. (team and staff meeting agenda/notes, lesson plans, anecdotal reports [administrators; LCTs], focus group notes, TELPAS, LAT, PEIMS, CBA, PCPs, parental contacts, grade reports, LearningWalks, pre-literate skills checklist, attendance)
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	B	There is a need for INA teachers to have an overall system for mapping curriculum and a common structure for guiding lesson plans so that essential course content will be identified and understood by all and so that a "common language" for discussing/understanding student needs will emerge. (District Curriculum Frameworks, lesson plans, team and staff meeting agendas/notes, focus group notes, TELPAS, LAT, PEIMS, CBAs, grade reports, LearningWalks, pre-literate skills checklist, Lau report)
	C	A system needs to be established - - and a culture developed - - to engage teachers in becoming self and collegial monitors so that monitoring becomes a device used by teachers and administrators alike to chart progress and changes needed to reach a goal. (PDAS walkthrough summaries, observation data, LearningWalk records, anecdotal records, classroom videos, focus group notes, schedule of interdisciplinary meetings, team plans, Curriculum Framework)
2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Training needs to be provided for INA staff and FWISD data support systems/guidelines modified so that data at INA (which is often non-traditional in nature) can be collected on an ongoing basis and then disaggregated in meaningful ways and in a timely manner for appropriate uses. (sample data reports, District CBA timeline, INA CBA timeline, INA demographic data, Lau report, District directions re: TAKS, focus group notes, anecdotal records, oral language assessments [EOLPT; other])
	B	Common protocols across disciplines need to be developed to guide data discussions, and specific strategies need to be implemented for teachers/others to monitor planning sessions and lessons to ensure consistent and meaningful focus on data. (TELPAS, LAT, PEIMS, CBAs, lesson plans, team and staff meeting agendas/notes, anecdotal reports, parental contacts, grade reports, LearningWalks, pre-literate skills checklist, attendance, Lau report, LPAC notes, surveys, SBDM notes/feedback)
	C	A complete system of communication needs to be developed and implemented to ensure that both teachers and administrators have access to data in a way that is transparent, methodical, consistent, and user-friendly. (TELPAS, LAT, PEIMS, CBAs, lesson plans, team and staff meeting agendas/notes, anecdotal reports, parental contacts, grade reports, LearningWalks, pre-literate skills checklist, attendance, Lau report, LPAC notes, surveys, SBDM notes/feedback, point of enrollment)
3. Increase Leadership Effectiveness		
Milestones	A	INA leadership staff needs to have a common, consistent, and sustained, professional development program that is not only tailored to their particular roles but will also allow them (1) to provide leadership unique to the instructional needs of the INA student population and (2) to transform the overall culture to one of openness and shared responsibility. (LCT anecdotal information, agendas from administrative SBDM, principal's training, AP training, pyramid meeting agendas, LCT agendas)
	B	There is a need to be able to modify some operational parameters to suit the unique needs of the campus so that INA can respond efficiently and effectively to its unique challenges and can meet its instructional goals. (personnel calendar, school calendar, LCT requirements, staffing report, school schedule, student demographics, Lau report, teacher appraisal document, budgets, anecdotal records)
	C	There is a need for INA to form a clear leadership team with core continuing membership from year to year so that a variety of appropriate resources and data can be consistently accessed to inform and support INA initiatives. (LCT agendas, community partner plans, SBDM notes, principal's training, focus group on the qualities of a principal)
4. Increase Learning Time		
Milestones	A	There is a need for INA to implement a schedule that extends time daily in the core areas, adds courses to the middle school schedule and credits available in the high school schedule, provides well-structured summer and Saturday activities for students, and provides for programs for special groups of students (late arrival, unschooled, etc.). (present INA schedule, Bulletin 100-Recommended Diploma Plan requirements, LearningWalks, PDAS observational data, walk-throughs, lesson plans)

	B	INA needs to establish a calendar that focuses staff attention on instruction and assessment issues and that clearly shows the strategic plan for accomplishing the mission and goals of the campus. (staff agendas, LCT agendas, strategic plan/CIP, 90-day strategies plan, calendar, staff agenda, anecdotal statements, faculty meeting agendas)
	C	There is a need to establish a schedule at INA which provides for consistent cross-discipline and department planning and which establishes a basis for planning/communicating with receiving schools. (current INA schedule highlighted, copies of lesson plans, staff development requirements for stipend plan/site meetings, SPA documentation, records of contact with receiving schools)

5. Increase Parent / Community Involvement

Milestones	A	A comprehensive parent/community involvement program at INA, organized and led by staff persons specifically hired for that program, needs to be established so that (1) activities tailored specifically for the language and cultural needs of the parents can be offered at sites and in modes most appropriate for the parents and (2) appropriate community resources can be accessed. (SBDM parent attendance records, family night sign-in sheets, counselor records, list of languages served)
	B	INA needs to establish a parent communications plan that provides for two-way communications with parents representing over 25 languages who may/may not have literacy in their home languages, who may have little/no understanding of U.S. schools, and who may not have resources/means to come to school or access information through technology. (code of conduct, travel card, photo release, Bulletin I, other)
	C	There is a need to have, as part of a comprehensive parent involvement program, a strong network of community services - - particularly those providing assistance with basic health and daily living needs - - so that families can access resources to address crucial needs and can then focus on education. (anecdotal statement about absences for shots, attendance notes for shots, focus group on parental involvement notes, counselors' anecdotal statements)

6. Improve School Climate

Milestones	A	There is a need for INA to develop strategies to address causes of student attendance problems (e.g., medical records issues) and to provide support to families, through the Home/School/Community program, so that families understand school norms and can access resources in a timely way. (district climate survey, parent surveys, anecdotal statements from local resettlement providers/tutors, anecdotal statements from apartment managers, team meeting notes/agendas)
	B	There is a need for INA staff to have a positive discipline plan in place and to remain informed of the cultural needs of its students and of the trends in discipline referrals occurring among INA staff so that any discipline issues that do arise can be dealt with effectively. (discipline referrals, attendance records, team discipline records, parent communications)
	C	There is a need for INA to provide targeted extra/co-curricular experiences through its "Club" program, through specifically identified connections to academic curriculum, and through Saturday and/or summer programs so that students can experience various activities related to interest/U.S. culture. (home languages, information about local events, student interest inventories, survey of family needs/interests, list of current extra/co-curricular activities, schedule of club activities)

7. Increase Teacher Quality

Milestones	A	There is a need for INA, as a total staff, to be able to develop and implement an appraisal system which not only is unique to the demands of the INA program but also gives value to the teacher as a learner and a responsible colleague in the change process and to student progress/performance. (supporting PDAS guidelines, other appraisal plans, LearningWalk notes, focus group notes, team notes, LC stipend requirements)
	B	There is a need for sustained professional development led by recognized experts in second

	<p>language learning who guide teachers (through PD and coaching) through a 3-year process of teaching using specific strategies, of analyzing results on student performance, and of sharing/discussing results - - all with the aim of increasing rigor in instruction and improving delivery. (LearningWalks, schedule of district professional development from last year, attendance at conferences)</p>
C	<p>There is a need to institute a rewards system, tied to teacher contribution as a colleague and to meaningful student performance data, which provides incentives (monetary and other) for teachers to improve their teaching practices so that being retained at INA as a teacher is something teachers strive to do and is actually the ultimate reward. (LearningWalk notes, value-added data, team notes, focus group notes, anecdotal records, PDAS guidelines)</p>
<p>Other Identified Needs (not listed above)</p>	
A	
B	

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	15%
Increase the Use of Quality Data to Drive Instruction	14%
Increase Leadership Effectiveness	13%
Increase Learning Time	7%
Increase Parent / Community Involvement	16%
Improve School Climate	18%
Increase Teacher Quality	17%
Other Remaining Costs	0%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. Note: Matching State or Local Funds are not required. If none, enter "0" on each line.	
Improve Academic Performance	0%
Increase the Use of Quality Data to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

Part 3: Intervention Model
<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
Intervention Description –Describe the intervention model selected and how it will be implemented consistent with the final regulations released by USDE for this grant program. Include all major activities of the model.
Responses are limited to <i>eight pages</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).
Complete the appropriate model pages below.

Part 3: Intervention Description – TRANSFORMATION MODEL

Describe how the LEA/campus has/will address each of the following requirements of the model.

I. Develop and increase teacher and school leader effectiveness.

A. Replace the principal who led the school prior to commencement of the transformation model; or list when in the past two years the principal was replaced and describe the intervention in which the principal was replaced.

Every TTIPS principal was evaluated using the newly developed FWISD Leadership Performance Standards Descriptors. The Principal's Supervisor will use observations from campus visits, 2011 data from state-required exams, and other data sources to evaluate the performance of all principals. The principal of the International Newcomer's Academy will be selected using a rigorous hiring process. The hiring committee consists of 10-12 people who include INA staff, a practicing expert level principal, and numerous central office staff from various departments. The hiring process consists of the following: Initial screening by Human Capital Management, Second round screening by committee using specific criteria specified by campus, Staff, Preliminary Interviews (written and oral responses), Behavior Event Interviews, Final Interviews (includes WestEd expert on panel and presentation of a data meeting)

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;

i. The INA teacher appraisal system will include instruments and processes which measure student growth in English proficiency and content achievement in four core areas; teacher participation in and contribution to tailored professional development and collegial planning groups; application by teachers in classroom of specific teaching techniques/protocols; and analysis by teachers of effects of instruction on student performance. Processes will include periodic self-assessment, ongoing observer assessment (teacher leaders and administrators), teacher portfolio assessment, ongoing student performance assessments in both language and content, and transparent sharing of results. The INA administrator and lead content teacher appraisal system will include instruments and processes which measure student growth in English proficiency and content achievement in four core areas administrator/lead teacher participation in and contribution to leadership PD application of coaching skills and group leadership skills; analysis by administrators/LCTs of effects of leadership strategies on the accomplishment of INA goals and grant CSFs. Processes will include periodic self-assessment, regular feedback from peers/consultants (other administrators/ LCTs/QTEL), portfolio assessment, feedback from teachers through surveys, analysis of student performance in both language and content, and transparent sharing of results. ii. Using the appraisal specifications outlined above as well as the performance assessment measures and goals included on Schedule 4C of the TTIPS grant, INA leadership staff and teachers will, with involvement of QTEL and FWISD staff, develop specific documents, protocols, guidelines, and criteria for implementing the appraisal process in stages over the 3-year period.

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;

A pay for performance model such as TAP™: System for Teacher and Student Advancement will be implemented at all TTIPS Schools. The selection of a pay for performance model will be made early in 2011. The district currently monitors student growth through the EVAAS/Value Added Reports. These reports are linked to pay outs to staff. The current model is being reviewed, and recommendations for improvement are pending. The removal of teachers who,

after ample opportunities, do not improve will be addressed differently in Transformation Schools through recommitment contracts, documented removals, and other evaluative measures that support non-renewal.

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

INA will contract with Quality Teaching for English Learners (QTEL) to provide a three-year program of professional development targeted especially for teachers of second language learners and designed to raise the level of achievement of students in all four core areas while simultaneously developing English proficiency. With continuous involvement by QTEL, INA teachers will (in the first year) receive intensive PD and coaching training, followed by (in the second year) ongoing PD for teachers and identification/training of INA teacher coaches, and (in the third year) mentoring of INA teacher coaches with PD continued for teachers by QTEL staff as needed. INA leadership staff (the principal, the assistant principals, and the lead content teachers for the four core areas) will also be provided leadership-specific training by QTEL, with special focus on coaching and monitoring, during the 3-year grant period. The goal of the QTEL PD project is to develop the capacity of INA leadership and teaching staff so that a high level of instruction - - with common understandings and language - - will become the expected "way of life" after QTEL support has been discontinued.

E. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

The district will be implementing a teacher development system, such as TAP™: the System for Teacher and Student Advancement, which will offer and encourage teachers to further develop their skills as educators in high-needs urban schools. The proposed system will be a multifaceted approach to teacher development including

- targeted professional development to meet the learning needs of the students they serve,
- the development of a rigorous and comprehensive evaluation system that provides multiple opportunities throughout the school year for observations and constructive feedback from a panel of trained evaluators, and
- the opportunity for professional advancement for experienced and highly effective teachers where their skills can continue to be implemented in the classroom and take on greater responsibilities, such as coach or mentor.

Financial incentives will be offered based on several factors of teacher effectiveness rather than being based solely on student achievement growth. The district is investigating several models for pay-for-performance currently in place across the nation. These models encompass a wide variety of incentive pay options including percentages of teacher base salary earned for meeting specific goals, lump sum awards, and allowing teachers to climb the ladder of the salary schedule based on their performance ratings. This system is currently under development and receiving input from teachers, campus administrators, and District Leadership personnel.

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

Because INA is a program which "feeds" most of its new-arrival immigrant students into twelve different FWISD middle and high schools after two semesters of instruction, it is critical that INA offer a program that not only develops English proficiency as effectively and efficiently as possible but also provides sound and rigorous instruction in all core area subjects at all grade levels. INA's program, then, is based on the same TEKS as are the programs in all other FWISD middle and high schools but, with the support of the TTIPS grant, will be enhanced through 1) the continued use of basic Sheltered Instruction principles, with lesson designs exhibiting the teaching of content area TEKS concurrently with ELPS; 2) the implementation of the QTEL model of teaching, with emphasis on the five principles of (1) Academic Rigor, (2) High Expectations, (3) Quality Teacher and

Student Interactions, (4) Language Focus, and (5) Quality Curriculum; 3) implementation, through QTEL, of a sustained model of professional development involving (1) intensive training tailored to each content area and (2) coaching to ensure actual application; 4) the use of regular and accountable planning and data analysis sessions (both cross-discipline and within disciplines), with consistent focus on connecting student performance to actual teaching practices; 5) the development of curriculum maps, both across disciplines with a grade level and across grade levels within disciplines; 6) the transfer of student performance data from INA to receiving schools in ways that will allow the receiving schools to interpret and use the data in the most meaningful ways for the students.

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.

INA will use various types of assessment data to inform and differentiate instruction, including: Initial Placement at INA: English Oral Language Proficiency Test (EOLPT) data; Review of educational records/background from home country; Native language literacy assessment/screening; Math assessment, Formative/Interim Assessments: Curriculum-Based Assessments (CBAs) by content area (3 annually); Progress Check Products (PCPs) by content area (6-8 annually); Portfolios; Teacher-made tests/performance tasks; Ongoing holistic observations with rubrics (listening/speaking/writing); Reading tests (e.g., released TELPAS-R), Summative Assessments:CBAs (final) by content area, TELPAS; Listening/Speaking/ Reading/Writing; STAAR-L (as determined by TEA); EOCs (as determined by TEA); Portfolio (final assessment). Interim assessment data will be reviewed on an ongoing basis by teachers in their meetings, both within and across disciplines, to determine instructional changes that may be needed for each student. Summative assessment data will be used both to determine overall language growth and achievement of each student and to evaluate the quality of the overall INA program. Various types of data reports will be provided to teachers throughout the year by the data analyst.

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*

INA now offers five classes daily to its students and operates on a "staggered" start/end time (high school begins at 7:50 and ends at 3:10; middle school begins at 9:10 and ends at 4:15). By starting and ending both high school and middle school at the same times and by using an alternating block schedule, INA can not only "double block" all core subjects and increase the number of subjects a student can take (seven-eight credits in high school) and include a consistent daily advisory/tutoring time and daily cross-discipline teacher planning but can do so without asking teachers to teach longer each day than they now do and without having to add teacher units.(2) By adding enrichment programs for middle school students (resulting in an extra 80 hours per student)For several years, because of lack of funding, (especially related to transportation costs), INA has not been able to offer consistent summer programs for its middle school students. With the TTIPS grant and in collaboration with central Bilingual/ESL funding sources, INA will offer several types of summer enrichment programs, either at the INA site or in combination with home school and/or community sites.(3) By using the

QTEL approach to support summer credit programs being offered for high school students and by adding additional classes to the summer program (resulting in an extra 210 hours)The seven-week summer credit program offered for high school INA students will be revamped by adding two-three high priority courses and by using QTEL principles to increase the level of rigor in all courses offered in the summer program.(4) By using specific lesson plan protocols and consistent self- and observer-monitoring to ensure that all instructional time during the regular school day is fully used for instructional purposes.INA does not presently have consistent lesson plan protocols across disciplines, and teachers have not had consistent and systematic ways to talk/plan with each other and to engage in collegial instructional monitoring. Adding the lesson protocols and providing time and structure for teachers to discuss and monitor instruction will address these issues.

B. Provide ongoing mechanisms for family and community engagement.

INA will hire a Community/Home/School Coordinator and will hire and reassign existing staff to support the coordinator so that a comprehensive family/community engagement program - - unique to INA's non-English-speaking families - - can be established. The program will be based on the Epstein model and will involve providing parenting assistance, recruiting parents for engagement in school activities, facilitating education at home, involving parents in school decisions, actively engaging community agencies/individuals, and ensuring effective two-way communications. Translations and transportation will play a major role in the program as will holding events in non-traditional ways and in off-school-site locations more accessible to refugee parents. Outreach services, health services, and collaboration with refugee resettlement agencies will also be integral parts of the program.

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;

FWISD will create a dedicated office with primary responsibility for supporting the campus' school improvement efforts, staffed by the District Steward and a Turnaround Coordinator, to foster the conditions and capacity for rapid school improvement. Additionally, as a part of the district commitment to transformation, each of the TTIPS campuses will have an Operations Manager/Campus Coordinator in their building to assure constant communication between stakeholders and district offices for full implementation of the activities to be performed in the grant. Each of these staff persons will be responsible not only for assisting with grant implementation, but with training and development of campus staff and infrastructure to ensure that transformation is maintained for the future. Implementation of district policies can at times be restrictive to attempts to foster rapid and transformative developments. FWISD is committed to providing schools with flexibility in implementation of practices that facilitate transformation, including the coordination of goals and objectives with all the resources available, the autonomy of budgeting and expenditures, and streamlining processes such as purchasing, travel and recruitment and hiring. As an integral part of consolidated resource management, transformation campuses will have greater autonomy in the use of budgets. With the use of consolidated management tools, and coordination support through the monthly grant management meetings with the transformation team, the principals and campus decision-making team will receive guidance to build capacity and give the school the flexibility and autonomy in the use of funds, with no prior approval required up to \$5,000 per purchase. In the planning process for this application campuses expressed great need for streamlining purchasing processes. For example, a more effective practice is needed to organize travel and contract processes with the purchasing department for fund distribution and reconciliation procedures. The District Steward will assist the purchasing department with implementation of strategies to facilitate this and other procedures to improve campus capability for timely expenditure of funds and fulfillment of grant requirements to ensure campus transformation projects are carried out. Each of these initiatives, while district policy and business practice oriented, are based on the expressed need by campuses for greater input in academic programs, professional development, class scheduling (including extended day and year), and other practices that can assure long-term gains in academic achievement

- 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).**

FWISD commits to implement a Transformation Office, which will provide concentrated and coherent resources and expertise to priority schools identified through this application award. The office will be connected with other district efforts, but will provide a unique and specialized service with a coherent system of support that provides differentiated services appropriate to each school. FWISD will identify senior staff to direct and coordinate the district's Transformation efforts. The responsibilities of this person will include: oversight of the transformation process, ensuring responsiveness to campus needs from administrative offices; provision of a direct line of communication with the District Shepherd, assisting in eliminating any district-level barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus (The Center for Comprehensive School Reform and Improvement, 2009). This office will provide schools with the "appropriate operating flexibility, resources and support required to reduce barriers and overly burdensome compliance requirements and to enable a schoolwide focus on student needs and improved achievement" (Mass Insight, 2009). The District Steward will: Ensure the campus is provided operational flexibility; Ensure effective implementation of all components of the transformation process; Monitor the progress of 90-day action plans; Communicate regularly with the transformation campus; Attend scheduled meetings with the transformation campus; Remove LEA barriers that may hinder the transformation process; Provide support and feedback to the principal and teacher leaders when needed or requested; Take an active role in problem-solving with the principal and teacher leaders; Attend campus leadership meetings; Assist in the replacement and recruitment of qualified staff; Assist in efforts to increase community and parental involvement; Support the placement of social service resources at the campus, Partner with campus to generate a positive school culture, Attend required trainings, The Transformation Coordinator will support the District Shepherd and Assist the District Shepherd with development of management tools and strategies to assist campuses with Transformation, Support implementation of activities as planned, Assist campuses in understanding changes in processes and practices, Provide support in the processing of administrative documentation, keeping the Principals and Operation Managers informed of status, Supports management of funds in the Transformation Office, Provides timely, efficient response to campus needs at all times.

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

I. Develop and increase teacher and school leader effectiveness.

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

The Transformation schools will use a pay for performance model based on FWISD's PEAK model to attract and retain staff. It will be left to the school to determine if they want to pursue additional incentives such as signing bonuses, additional days for professional development, etc.

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

Changes in instructional practices will be measured through the use of a more rigorous and appropriate teacher evaluation system currently under development. Key components of the system include a wider range of evaluation of teacher effectiveness than the currently implemented Professional Development and Appraisal System (PDAS). Evaluations will take place more frequently and provide immediate feedback for teachers from a panel of trained evaluators. An evaluation rubric is being developed to provide a framework that creates measureable objectives all teachers can reach. Training will be provided for all teachers, administrators and additional evaluators to ensure consistent scoring and monitoring. To measure changes in instructional practices on the OD Wyatt campus, bi-weekly learning walks will be conducted by teachers throughout the grant period. Those teachers observed will receive a feedback letter detailing what was observed in their classroom as well as a list of thought-provoking questions. These walks will assist the implementation team in determining which professional development to continue or discontinue, as well as which areas are in need of additional support.

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.

The district will determine how the surplus policy needs to be changed to ensure teachers are not administratively placed at a Transformation schools or kept if they do not show high student performance and teacher growth/proficiency. If administrative transfers must occur, TTIPS schools will not be required to absorb any personnel without the consent of the campus principal. Priority will be given to TTIPS schools when leveling is conducted twice per year at the district level.

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;

Campus Support Meetings are scheduled as needed to discuss curriculum implementation, intervention strategies planned and/or implemented for specific TEKS/SEs, resources/materials needed, and the effectiveness of instruction. These meetings are driven by student data from multiple assessment tools and involve the campus administrative team, Department of Curriculum & Instruction staff, and Department of School Leadership. Additionally, through a partnership with the University of Pittsburgh's Institute for Learning (IFL), the district has employed several objective measurement tools including Learning Walks® to provide a structure that focuses on measurable objectives determined by the campus administration. Further monitoring is accomplished through district Instructional Planning Meetings (IPMs), Scholastic Analysis meetings (SAs – school audits), and regular monitoring by trained curriculum and instruction specialists and leadership directors. The curriculum and instruction department also offers professional development to teachers every six week period to look back and forward in the district curriculum frameworks.

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

INA will increase learning time for its students in the following ways: (1) By adding an extra class for all students to each day during the regular school year (resulting in an extra 238 hours per year, per student. FWISD implemented a comprehensive Response to Intervention (RtI) system beginning with school year 2010-2011 based on the Texas Model. This 3-tiered approach offers teachers a structured process to follow, and every

FWISD teacher has been trained in the implementation of this process and an online monitoring component. Intervention strategies appropriate to each tier have been developed by FWISD Curriculum & Instruction personnel by subject area to provide teachers with multiple approaches for intervention. Transformation schools will utilize this system. • Tier 1 instruction aligns the Texas Essential Knowledge and Skills (TEKS) in such a way to provide 80% or more of the students successful achievement. • Tier 2 instruction focuses on small group intervention in addition to all Tier 1 instruction. This level addresses the needs of 10-15% of students. • Tier 3 instruction focuses on individual needs of specific students that were unable to be successful with both Tier 1 and 2 intervention strategies. This level addresses 5-10% of the students. Intervention strategies will be utilized by the general education teacher for all students including Tier 1 students. Tier 2 and 3 students may have their intervention performed by the general education teacher, a specialized teacher, or by whomever the school determines will be the most effective for the students in question. Tier 2 students should receive small group instruction for a minimum of 30 additional minutes. Tier 3 students should receive small group intensive instruction for an additional 45-60 minutes per day.

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

All supports and professional development activities (e.g., QTEL) are aimed at ensuring that the limited-English-proficient students (INA's total student population) acquire the language skills necessary to master academic content.

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

Technology is integrated into all courses (e.g., use of Promethean Board in all classes; computers and computer labs available for student use). In the new schedule for 2011-12, all high school students will take the BIMS course. A program with Tier I, II, and III interventions is in place and will be strengthened as part of grant activities.

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;

Students who are transitioned from INA to their receiving schools in the summer are provided information about and access to the "transition camp" that each school provides. The receiving campus has a Language Center team leader who helps coordinate the activities for the incoming INA students. Students who are transitioned from INA at mid-term are taken on field trips to the receiving campus prior to January; the receiving campus provides orientation activities for the students.

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;

N/A

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

Through its RtI process as well as through its "unschooled student" screening and monitoring process and its LPAC monitoring process, INA has systems in place to identify students who (because of lack of educational background in the home country or other issues) may not be on track to graduate without extensive intervention and/or extended time.

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;

INA is planning to extend its school day beginning 2011-12 and to implement a variety of summer programs. Through its new Home/School/Community program, INA will also engage various community and parent resources in improving the overall program at INA and in providing needed resources in a timely and appropriate way.

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;

INA is planning to extend its school day beginning 2011-12. The new schedule will provide daily time during the day for Advisory Time; a specific curriculum will be developed for that period of time.

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;

INA does not historically have serious discipline problems but is still using the FWISD model to eliminate bullying should issues arise. INA is also planning to implement a "social counseling" program to address issues that arise simply because students may not understand U.S. school norms.

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;

FWISD Cabinet level staff is currently reviewing how TTIPS schools will be governed and restructured. In addition, plans are being reviewed to address response time to these high needs schools through the utilization of immediate response teams. This plan will include best practices that are being used nationally to transform central office. The transformation of central office is crucial to support the transformation of our TTIPS schools and to sustain those improvements.

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

N/A

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

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	1 Review/collect agenda/forms used in team and department meetings to guide data discussions	1 08/10	06/11
		2 Conduct teacher focus groups and team/departmental meetings to discuss practices and needs in how data is used in instructional decisions	2 01/11	06/11
		3 Develop/implement/monitor use of protocols to use in team meeting discussions to elicit analysis of data, trends, instructional decisions	3 08/11	06/12
		4 Administer Curriculum Based Assessments (CBAs); analyze results; collect ideas for improvement of tests in each content area	4 10/11	06/12
		5 Collect Progress Check Progress (PCPs) for each content area; review/analyze for effectiveness as progress "markers"	5 10/11	06/12
		6 Revise/implement/monitor use of team meeting protocols focused on ongoing use of data in instructional decisions	6 08/12	06/14
		7 Establish plans/timelines for adapting/ refining CBAs and PCPs for each core area	7 08/12	10/12
		8 Develop/adapt/refine CBAs and PCPs for each core area; administer/collect and analyze results	8 11/12	06/13
		9 Establish clear instructional goals per content area related to achievement and growth in both language and content	9 08/12	10/14
		10 Refine/administer CBAs for each core area; analyze results	10 08/13	06/14
		11 Collect exemplar PCPs for use in curriculum, instruction, and teacher training	11 08/13	06/14

	B	<ol style="list-style-type: none"> 1 Develop scope and sequence documents for each core area based on the district curriculum frameworks showing current curriculum arrangements at INA 2 Conduct teacher focus groups and department discussions about curriculum needs 3 Establish committee to develop preliminary plans/content for Advisory/Club/tutoring time 4 Develop/implement common lesson design protocols based on QTEL principles to use in all disciplines 5 Plan/develop frameworks for curriculum maps within/across disciplines 6 Maintain Lead Content teacher role to ensure connectedness of INA curriculum to district curriculum 7 Provide training on QTEL principles for content area Directors 8 Develop framework for Advisory/Club/curriculum and for tutoring time; establish/implement timeline for developing curriculum/protocols for these areas 9 Analyze results of EOCs, STAAR-L, EOLPTs, and TELPAS at end of each year; identify changes needed in curriculum and/or delivery 10 Revise/implement lesson design protocols; develop model lessons across/within disciplines 11 Develop curriculum maps within/across disciplines 12 Revise curriculum in each core area (based on analysis of test results) 13 Establish bank of lessons meeting lesson design protocols within/across disciplines 	<ol style="list-style-type: none"> 1 08/10 2 01/11 3 02/11 4 08/11 5 08/11 6 08/11 7 02/12 8 08/12 9 06/12 10 08/12 11 08/12 12 08/12 13 08/13 	<ol style="list-style-type: none"> 06/11 09/11 06/12 06/11 06/12 06/14 06/12 06/12 10/13 06/14 06/14 06/14 06/14
	C	<ol style="list-style-type: none"> 1 Review teacher and administrator monitoring practices currently in use; collect data; analyze and determine actions needed 2 Conduct teacher focus groups/discussions about self/other monitoring 3 Engage teachers in study/discussions about monitoring (self-other) to establish idea of monitoring as a tool for improving instruction 4 Engage teachers on voluntary basis in self-videoing lessons and/or participating in LearningWalks followed by analysis/sharing of findings 5 Provide QTEL guidance/practice for INA leadership to monitor instruction in a consistent manner 6 Develop common self-monitoring/"other" observation tool showing expectations for all teachers 7 Implement observation/coaching/self-video program with guidance/modeling by QTEL; share results (individually and in groups) 8 Establish criteria for using results of self/other monitoring in teacher/leadership appraisal 9 Implement appraisal process involving (in part) self/other monitoring of instruction 	<ol style="list-style-type: none"> 1 08/10 2 01/11 3 08/11 4 08/12 5 07/11 6 08/12 7 08/12 8 11/12 9 11/12 	<ol style="list-style-type: none"> 06/11 06/11 06/12 06/12 06/12 10/12 06/14 06/13 06/14

2	A	1	Review current reports and data disaggregation methods; determine changes needed	1	01/11	06/11	
		2	Meet with A & DQ to discuss data needs and develop plans/strategies for data support unique to INA	2	04/11	06/11	
		3	Conduct survey of INA staff to determine current understanding and use of data for instructional purposes; analyze results	3	08/11	09/11	
		4	Determine schedule and provide training for staff on assessment instruments, processes, data disaggregation, value-added data, etc.	4	10/11	06/14	
		5	Train data analyst	5	08/11	06/12	
		6	Complete conversion from AESIT to DataSmart system for scoring/managing data; produce reports disaggregated in various ways	6	08/11	06/12	
		7	Provide data to INA staff by content disaggregated according to - educational background - length of time in U.S. - specific Student Expectations (SEs)	7	08/12	06/14	
		8	Provide training for INA staff on connecting student performance to specific teaching behaviors	8	08/12	06/13	
		9	Work with A & DQ staff to develop system for tracking progress/performance of students once they leave INA; implement system; secure reports	9	01/13	06/14	
	B	1	Conduct focus groups/discussions with INA staff to determine use of data and needs				
		2	Provide data (CBA and other) for teachers to discuss in team meetings using established data discussion protocols	1	01/11	06/11	
		3	Work with QTEL and Accountability and Data Quality (A & DQ) staff to establish language and content growth indicators to use in goal statements per content area	2	08/11	06/12	
		4	Work with QTEL consultants to establish recommended student portfolio guidelines/criteria and guidelines for language and content objectives	3	01/12	06/12	
		5	Monitor team planning sessions to ensure focus on data in protocols, especially as related to connections to teaching behaviors	4	01/12	06/12	
		6	Monitor lesson plans to ensure evidence of language and content objectives and clearly related assessments	5	08/12	06/14	
		7	Review/finalize student portfolio guidelines/ criteria; implement portfolio assessment	6	08/12	06/14	
				7	08/12	06/14	

	C	<p>1 Review current data communication practices (how, when, what format/mode, what purpose); analyze and determine needs</p> <p>2 Develop survey on assessment instruments, processes, and use of data</p> <p>3 Publish results of data survey to all INA staff</p> <p>4 Establish system to make data known/accessible to INA staff; system to include</p> <ul style="list-style-type: none"> - open data room - notebooks of sample reports - email/other postings - presentations at faculty/team meetings <p>5 Establish Action Team to oversee data uses/needs and recommend actions</p> <p>6 Publish summative data at the beginning of each year related to</p> <ul style="list-style-type: none"> - TELPAS - EOLPT - EOCs - STAAR-L - TTIPS Schedule 4C <p>7 Analyze data about staff use of INA data system; publish; modify system</p>	<p>1 01/11</p> <p>2 05/11</p> <p>3 10/11</p> <p>4 08/11</p> <p>5 08/11</p> <p>6 08/12</p> <p>7 10/12</p>	<p>06/11</p> <p>06/11</p> <p>11/11</p> <p>06/12</p> <p>06/14</p> <p>09/14</p> <p>06/13</p>
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3	A	1	Conduct orientation/strategic planning sessions w. principals and lead content teachers related to CNA, grant, and plans for 2011-14	1	03/11	06/11
		2	Provide QTEL leadership training for principal, assistant principals, and lead content teachers	2	07/11	07/11
		3	Provide TTIPS training for principal, assistant principals, and lead content teachers	3	08/11	10/11
		4	Initiate library of hard-copy/online resources for INA leadership staff related to transformational thinking, second language education, school reform, etc.	4	02/11	06/11
		5	Provide 7 days of QTEL leadership training for INA leadership staff, with	5	08/11	06/12
			- 4 days focused on quality monitoring, use of data in decision making, and QTEL principles/tools/practices	6	01/12	06/12
			- 3 days of individual support	7	08/11	06/14
		6	Develop/implement framework for appraisal process/ instruments for each leadership position (plan to include portfolio showing self-appraisal, surveys, PD/coaching records, student performance data, and assessment criteria); share with staff	8	08/12	06/13
		7	Research/identify effective newcomer programs in the U.S.; contact/visit to discuss effective leadership strategies	9	08/12	06/13
		8	Provide 3 days of QTEL leadership training for INA administrators focused on coaching and program monitoring	10	08/12	06/14
		9	Provide 4 days of coaching shadowing training for lead content teachers	11	08/12	06/14
		10	Using results of appraisal, provide PD for leadership staff targeted to identified leadership needs	12	08/13	06/14
		11	Refine/implement full appraisal process/ instruments for leadership staff; analyze results; share with staff	13	08/13	06/14
12	Provide 3 days of QTEL leadership training for INA administrators focused on coaching and program monitoring					
13	Provide 4 days of QTEL mentoring support for lead content teachers as they serve as coaches for their disciplines					

	B	<ol style="list-style-type: none"> 1 Advertise for and select principal 2 Identify and select 2 assistant principals 3 Identify and select 4 lead content teachers 4 Develop overall framework for teacher/other leadership roles for following year(s) 5 Develop guidelines for and implement initial staff recommitment process 6 Develop plan for extended-day schedule for 2011–12; and for limited summer program for 2011; secure approval 7 Secure approval as needed to “flex” schedule/staff allocations for programs for over-age and pre-literate students and to provide summer programs at appropriate sites and in appropriate time lengths 8 Identify specific procedures, etc., that need to be modified to increase efficiency and effectiveness; propose/seek approval for changes 9 Develop guidelines for and implement teacher appraisal process based on teacher participation in PD and change in teacher practice, with rewards tied to participation and change 10 Expand teacher appraisal process to include student performance standards in language and content; implement, with rewards tied to student performance as well as to teacher participation and change in instructional practices 	<ol style="list-style-type: none"> 1 12/11 2 02/11 3 03/11 4 03/11 5 01/11 6 01/11 7 01/12 8 08/11 9 08/11 10 08/12 	<ol style="list-style-type: none"> 02/11 04/11 05/11 06/11 06/11 03/11 06/14 06/14 06/12 06/14
	C	<ol style="list-style-type: none"> 1 Review budget sources (both within and outside of INA) to determine best use of funds 2 Collect information about current access to/use of resources and data by INA leadership staff 3 Determine staff and space reallocations that may be needed to increase efficiency and effectiveness ; propose/seek approval for changes 4 Form SBDM INA Leadership Team (ILT) made up of principal, assistant principals, lead content teachers, lead counselor, home/school/ community coordinator, parents (2), students (2), community representatives (2), central staff; provide orientation 5 Survey ILT about data understanding/needs; provide training 6 Conduct regular ILT meetings 7 Establish structure/system for forming/implementing Action Teams to plan and oversee actions related to issues of importance 8 Identify/catalog/access variety of resources needed to inform decisions and improve services at INA 	<ol style="list-style-type: none"> 1 03/11 2 03/11 3 03/11 4 09/11 5 01/12 6 02/12 7 08/11 8 08/11 9 08/12 	<ol style="list-style-type: none"> 06/11 06/11 06/12 12/11 06/12 06/14 06/14 06/14 06/14

4	A	<p>1 Develop and gather input from staff, SBDM, and central administration for extended-day master schedule for 2011–12 designed to</p> <ul style="list-style-type: none"> - add one 90-minute period to the day - allow for “double block” core classes - increase the number of courses/credits - allow for daily advisory/tutoring during the day - allow for consistent cross-discipline planning (daily or alternate days) - allow for “early” and “late” schedules for teachers <p>2 Develop plans for/implement limited summer program</p> <p>3 Implement extended-day master schedule; determine changes needed</p> <p>4 Develop plans for improving “late arrival” program</p> <p>5 Review scheduling for current pre-literate program to identify changes needed</p> <p>6 Develop plans/schedules for use of advisory/tutoring/club portion of master schedule; implement and revise as needed</p> <p>7 Develop plans for summer school and Saturday school; implement/assess programs</p> <p>8 Monitor use of time during extended class periods; analyze results; determine actions needed</p> <p>9 Implement revised program for pre-literate students</p> <p>10 Implement revised program for “late arrival” students (Oct.–Jan. and March–May annually)</p>	<p>1 01/11 02/12</p> <p>2 03/11 07/11</p> <p>3 08/11 06/14</p> <p>4 10/11 06/12</p> <p>5 08/11 06/12</p> <p>6 08/11 06/14</p> <p>7 11/11 07/14</p> <p>8 11/11 06/13</p> <p>9 08/12 06/14</p> <p>10 08/12 06/14</p>
	B	<p>1 Review present practices/formats for communicating with INA staff about instructional/assessment issues</p> <p>2 Develop plans for publishing (in various modes) school-wide and department instructional/assessment calendars to INA staff</p> <p>3 Develop/publish school-wide and department</p> <p>4 Develop plans to expand communication of calendars to parents, receiving schools, community; publish/communicate calendars (written and/or oral as appropriate for audience)</p>	<p>01/11 06/11</p> <p>08/11 06/12</p> <p>08/12 06/14</p> <p>08/12 06/14</p>

		1 Engage INA staff in responding to plans for/revising extended-day calendar for 2011-12	1 01/11	02/11
		2 Conduct focus groups and discussions with INA staff related to increasing learning time; summarize/publish results; use for further planning	2 01/11	06/11
		3 Implement daily/alternate-day cross-discipline planning time for core-area teachers; institute protocols for planning; monitor	3 08/11	06/14
		4 Develop schedules for regular departmental meeting times; institute planning protocols; monitor	4 08/11	06/14
		5 Implement various Action Teams as determined by needs assessment, CIP, and INA Leadership Team	5 08/11	06/14
		6 Provide leadership training for interdisciplinary team leaders in effective meeting leading	6 08/11	06/12
		7 Explore and plan ways for INA teachers/teams to meet consistently with and/or plan/communicate with teachers/teams in receiving schools	7 08/11	06/12
		8 Implement plan for INA teachers/teams to routinely plan/communicate with teachers/teams in receiving schools	8 08/12	06/14
	C			

5	A	1	Conduc. surveys of parents to determine parent perception of school services			
		2	Advertise for and hire the coordinator for the Home/School/Community program	1	01/11	02/11
		3	Develop "start-up" plan for Home/School/Community program	2	03/11	05/11
		4	Collaborate with FWISD's Parent and Public Engagement Department to provide training for INA staff and parents on Joy L. Epstein's model for parent involvement	3	06/11	08/11
		5	Establish a Parent/Community Involvement Committee (chaired by the Community/Home/ School Coordinator) to research/develop/ implement a Parent Involvement Plan that aligns with the Campus Improvement Plan and focuses on student achievement	4	08/11	06/14
		6	Research/implement procedures to reduce barriers to parent participation (transportation, childcare, flexible schedules, and translators)	5	10/11	06/12
		7	Develop/implement a system for gathering baseline data regarding parent/community involvement (surveys, comprehensive needs assessments, focus groups, etc.)	6	08/11	06/12
		8	Develop/implement a systematic process for ongoing evaluation of existing strategies/ activities	7	10/11	06/12
		9	Develop training materials and implement ongoing workshops to equip parent and community members to be effective participants on the School-Based Decision Making Team and other school committees	8	08/11	06/14
		10	Establish systems for gathering feedback from workshop participants, using input to make needed revisions	9	08/12	06/14
		11	Plan/develop/implement ongoing workshops for parents (1) to assist their children in navigating the educational system to reach their academic goals, (2) to help parents with strategies and techniques for assisting their children with learning activities at home that will support and extend their school's instructional program and (3) to provide opportunities for parents to share challenges and give emotional support to one another	10	08/12	06/13
		12	Develop/implement a process to recruit and organize present/former parents/students, college students, and other community members to volunteer at INA (survey prospective volunteers regarding their interest, talents, and availability to volunteer; train volunteers; educate and assist teachers to effectively use volunteer resources; match volunteer activities to volunteer interests and abilities, etc.)	11	08/12	06/14
			12	08/13	06/14	

		<ol style="list-style-type: none"> 1 Conduct focus groups to determine (1) communication needs within families and (2) present capacity of INA to meet those needs 2 Implement a variety of modes to improve school-to-home and home-to-school communication (printed material, phone calls, home visits, neighborhood parent forums, newsletters, electronic communications, etc.) 3 Develop/implement a procedure for reviewing the readability, clarity, form, and cultural appropriateness of all memos, notices, and other print and non-print communications sent to parents 4 Implement a process for continually updating the school's Website by including calendar of events, videos of school activities, academic information, etc. in languages spoken by INA parents whenever possible 5 Collaborate with the Translation Services Coordinator to establish a timeline for translating major school publications (Student Handbook, Student Code of Conduct, etc.) 6 Develop/implement regular conferences with family members to discuss students' achievement 7 Plan/implement ongoing opportunities for parents and students to learn together (Family Math Night, Saturday Workshops, computer classes, etc.) 8 Implement a Parent Leader Program (composed of current/former parents) to provide ongoing opportunities for parents to share challenges 9 Collaborate with FWISD's Adult Education Department and INA parent representatives to implement educational programs at convenient sites for INA parents 	<p>01/11</p> <p>08/11</p> <p>08/11</p> <p>08/11</p> <p>08/11</p> <p>08/12</p> <p>08/12</p> <p>08/12</p> <p>08/12</p> <p>08/13</p>	<p>06/11</p> <p>06/12</p> <p>06/12</p> <p>06/12</p> <p>06/14</p> <p>06/14</p> <p>06/14</p> <p>06/14</p> <p>06/14</p> <p>06/14</p>
	B			

		<ol style="list-style-type: none"> 1 Review and catalog names of agencies/ persons w. in the community, currently providing or available to provide services to INA families 2 Publish a Community Resource Booklet that provides information for students and families on community health, cultural, recreational, social support, and other available community services 3 Collaborate with FWISD Health Services Department and local health care providers to research the process to establish school-based health services at INA 4 Implement a timeline for establishing school-based health services at INA 5 Collaborate with refugee resettlement organizations to implement semiannual meetings to discuss immigration trends, outreach opportunities, legal issues, etc. 6 Identify an Adopt-A-School Coordinator to collaborate with FWISD's Parent and Public Engagement Department to increase the number of community partners supporting the academic program at INA 7 Establish ongoing school-based health services at INA 	<p>06/11 06/11</p> <p>06/12 06/12</p> <p>08/11 06/12</p> <p>08/11 06/12</p> <p>08/12 06/14</p> <p>08/12 06/14</p> <p>08/13 06/14</p>
	C		
6		<ol style="list-style-type: none"> 1 Review current student medical issues causing attendance problems; identify solutions 2 Conduct focus groups/discussions with INA staff about attendance issues/solutions 3 Implement plan for Home/School/Community program staff to follow up on students exhibiting attendance problems 4 Implement consistent strategies to address issues such as student inoculations in timely manner 5 Work with area universities to develop/implement student mentoring/support programs of various types 	<p>1 08/10 06/11</p> <p>2 01/11 06/11</p> <p>3 08/11 06/14</p> <p>4 08/11 06/14</p> <p>5 08/12 06/14</p>
	A		

	B	<ol style="list-style-type: none"> 1 Review discipline referrals for individual student/teacher needs and/or patterns in referrals 2 Review current Positive Discipline plan; determine need for staff/student training and/or need for exploring other discipline plans 3 Review current bullying prevention program; determine communications/ other changes needed to make program meaningful to INA students 4 Establish/implement Action Team to review discipline referrals for patterns and determine actions to be taken for individual/groups of students 5 Provide staff training on current (or other) discipline plan 6 Seek support from appropriate community agencies (e.g., refugee resettlement agencies) to assist when needed in informing/educating parents and students about school norms 7 Develop/implement regular social counseling programs for students (Advisory Time) 8 Provide training as needed for staff on characteristics of different cultures 	<ol style="list-style-type: none"> 1 08/10 2 01/11 3 01/11 4 08/11 5 08/11 6 08/11 7 08/11 8 08/11 	<ol style="list-style-type: none"> 06/11 06/11 06/11 06/14 06/12 06/12 06/14 06/14
	C	<ol style="list-style-type: none"> 1 Review current Link program; determine ways to expand in coming years 2 Review current "Club Day" activities; determine activities to maintain/expand in coming years 3 Implement Link and "Club" activities 4 Explore community-based and service activities to add to "Club" activities or to link to academic course content 5 Identify service and/or co-curricular activities to be considered for inclusion in summer school and Saturday school programs 	<ol style="list-style-type: none"> 1 01/11 2 01/11 3 08/11 4 01/12 5 11/11 	<ol style="list-style-type: none"> 06/11 06/11 06/14 06/12 06/12

7	A	<ol style="list-style-type: none"> 1 Conduct focus groups and discussions with INA teachers to collect ideas for an appraisal system unique to INA 2 Research/collect information from QTEL and other sources about appraisal/rewards systems appropriate for teachers/ administrators working with immigrant students 3 Develop (1) framework for the appraisal system for INA staff and (2) a plan for INA staff to respond to/further develop the system in successive years 4 Engage INA staff in responding to/further developing appraisal system 5 Implement initial stage of appraisal system 6 Use results of appraisal system to identify teachers to continue in assignments at INA in successive year 7 Convene action team; analyze results of appraisal system; identify changes needed 8 Orient teachers to appraisal system changes; implement successive stages of appraisal system; analyze and determine changes needed 	<ol style="list-style-type: none"> 1 01/11 06/12 2 01/11 06/12 3 01/11 06/12 4 08/11 10/11 5 08/11 06/12 6 02/12 06/14 7 06/12 07/13 8 08/12 06/14
	B	<ol style="list-style-type: none"> 1 Provide "orientation to QTEL" training through all-day workshop, departmental discussions, and reading groups 2 Engage INA staff in reviewing strategies included in current team plans for evidence of rigorous interactive strategies 3 Implement Stage 1 of QTEL training, to involve (1) 3-5 days of introductory PD before school, (2) 3 days of discipline-specific PD during the year, and (3) 4 coaching cycles per discipline (4 days per cycle) 4 Provide ongoing opportunities for teachers to participate in other appropriate PD (district, conferences, online, research, etc.) 5 Implement Stage 2 of QTEL training, to involve (1) 1-2 multidisciplinary days of PD before school, (2) 4 days of discipline-specific PD during the year, and (3) 4 coaching cycles per disciplines with 4 days per cycle (with INA Lead Content Teachers shadowing QTEL coaches) 6 Implement Stage 3 of QTEL training, to involve (1) 2 days of multidisciplinary training before school, (2) 2 days of discipline-specific PD training during the year, and (3) 4 coaching cycles per disciplines with LCTs as coaches under QTEL mentorship 	<ol style="list-style-type: none"> 1 02/11 06/11 2 02/11 06/11 3 08/11 06/12 4 08/11 06/14 5 08/12 06/13 6 08/13 06/14

		<ol style="list-style-type: none"> 1 Develop (as part of appraisal system) a framework for a rewards system unique to the INA program 2 Adjust current FWISD ESL Stipend Program for INA teachers to reflect upcoming INA PD 3 Engage INA staff in responding to/further developing the rewards system 4 Implement rewards system; assess; determine changes needed 5 Implement FWISD ESL Stipend Program with individual adjustments for INA teachers 6 Establish communications strategies to publicize work of INA teachers to variety of audiences 		
	C		<ol style="list-style-type: none"> 1 01/11 06/11 2 01/11 06/11 3 08/11 10/11 4 06/12 07/14 5 08/11 06/14 6 08/11 06/14 	

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.