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TEXAS EDUCATION AGENCY
Standard Application System (SAS)

School Years 2010-2013

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Dallas ISD	057905
Organization Name	County-District#
H. Grady Spruce HS	017
Campus Name	Campus Number
75-6001278	10
9-Digit Vendor ID#	ESC Region
1055 2001710015	
NOGA ID# (Assigned by TEA)	Amendment #

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

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

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

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

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Michael		Hinojosa	Superintendent of Schools

Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
972-925-3296	972-925-3442	gdixon@dallasisd.org	

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received

Texas Education Agency
William B. Travis Bldg.
Document Control Center, Room 6-108
1701 North Congress Avenue
Austin, Texas 78701-1494

APPROVED AS TO FORM: TEA DOCUMENT CONTROL NO.

By

J1-10-112-15

KFA /01-10-112

SAS-A114-10

by telephone/e-mail/FAX on	**School Years 2010-2013**	
by _____ of TEA.		Amendment No.

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

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

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

	Proof of Nonprofit Status
1 ☐	**Required for all open-enrollment charter schools sponsored by a nonprofit organization:** **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 EDUCATION AGENCY
Standard Application System (SAS)

School Years 2010-2013

057905
County-District No.

_____
Amendment No.

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

Part 3: Applicant Information

Local Educational Agency (LEA) Information

LEA Name

Dallas Independent School District

Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
3700 Ross Avenue	Box 375	Dallas	TX	75204

U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
30	075096347	3VYK3	4816230*01360*

Campus Name	County-District Campus Number
H. Grady Spruce HS	057905017

Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
9733 Old Seagoville Rd		Dallas	TX	75217

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title
Charles		Chernosky	Executive Dir., Federal and State Accountability

Telephone	Fax	Email		
972-925-3587		cchernosky@dallasisd.org		

Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
3700 Ross Avenue		Dallas	TX	75204

Secondary Contact

First Name	Initial	Last Name	Title
Lucy		Hakemack	Principal

Telephone	Fax	E-mail		
(972) 892-5500	(972) 892-5501	lhakemack@dallasisd.org		

Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
9733 Old Seagoville Rd		Dallas	TX	75217

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by telephone/e-mail/FAX on _____ by _____ of TEA.	**School Years 2010-2013**	_____ Amendment No.

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.

☐ Schedule #1—General Information

☐ Schedule #3—Purpose of Amendment

☐ Schedule #4—Program Requirements

☐ Schedule #4A—Program Abstract

☐ Schedule #4B—Program Description

☐ Schedule #4C— Performance Assessment and Evaluation

☐ Schedule #4D—Equitable Access and Participation

☐ Schedule #5—Program Budget Summary

☐ Schedule #5B—Payroll Costs 6100

☐ Schedule #5C—Professional and Contracted Services 6200

☐ Schedule #5D—Supplies and Materials 6300

☐ Schedule #5E—Other Operating Costs 6400

☐ Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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

☐	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary
☐	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code
☐	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B–5G)
☐	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs
☐	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials
☐	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ $5,000 approved on Schedule #5G—Capital Outlay for articles costing $5,000 or more.
☐	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than $5,000.
☐	8. Reduction of funds allotted for training costs
☐	9. Additional funds needed
☐	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval
☐	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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		County-District No.
by telephone/e-mail/FAX on _____	**School Years 2010-2013**	
by _____ of TEA.		Amendment No.

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

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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.
	  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.
	  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.
	  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.
	  1. Develop and increase teacher and school leader effectiveness.
	    (A) Replace the principal who led the school prior to commencement of the transformation model;
	    (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	      (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	      (2) Are designed and developed with teacher and principal involvement;
	    (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	    (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and
		Program Assurances

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

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described

21	designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
	2. Comprehensive instructional reform strategies.
	  (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
	  (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	3. Increasing learning time and creating community-oriented schools.
	  (A) Establish schedules and strategies that provide increased learning time; and
	  (B) Provide ongoing mechanisms for family and community engagement.
	4. Providing operational flexibility and sustained support.
	  (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
	  (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
		Program Assurances

22	An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	Program Assurances

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TEXAS EDUCATION AGENCY
Standard Application System (SAS)

School Years 2010-2013

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Amendment No.

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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	An LEA **may** also implement comprehensive instructional reform strategies, such as--
	(A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
	(B) Implement a school wide "response-to-intervention" model;
	(C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
	(D) Use and integrate technology-based supports and interventions as part of the instructional program; and
	(E) In secondary schools--
	  (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
	  (2) Improve student transition from middle to high school through summer transition programs or freshman academies;
	  (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
	  (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
		Program Assurances

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

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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.
	    a. The Model Selection and Description Report must be submitted to TEA no later than **February 1, 2011**. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:
	        i. Comprehensive Needs Assessment process.
	        ii. Establish the grant budget by the required categories.
	        iii. Identification and Selection of the intervention model.
	        iv. Development of activities to implement selected intervention model.
	        v. Development of Timeline of Grant Activities.

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

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

Part 4: TEA Program Assurances

#	TEA Assurance Description

10	2. Comprehensive instructional reform strategies.
	   A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
	   B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	3. Increasing learning time and creating community-oriented schools.
	   A. Establish schedules and strategies that provide increased learning time; and
	   B. Provide ongoing mechanisms for family and community engagement.
	4. Providing operational flexibility and sustained support.
	   A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
	   B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A)Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B)Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

12	An LEA may also implement comprehensive instructional reform strategies, such as--
	(A)Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
	(B)Implement a school wide "response-to-intervention" model;
	(C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
	(D) Use and integrate technology-based supports and interventions as part of the instructional program; and
	(E)In secondary schools--
	   (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
	   (2) Improve student transition from middle to high school through summer transition programs or freshman academies;
	   (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
	   (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

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

Part 4: TEA Program Assurances

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

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

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

Part 1: Grant Eligibility

☒ Tier I Eligible Campus ☐ Tier II Eligible Campus ☐ Tier III Eligible Campus

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

☒ Option 1: LEA/campus currently engaged in aggressive reform

☐ Option 2: LEA/campus in need of foundational technical assistance

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

The goal of the Dallas ISD, school-based transformational model is to formulate specific and coherent research-based strategies that quickly and dramatically improve student achievement in low-performing schools. The intensity of the transformational practices and the speed of putting them in place is a key ingredient to changing how schools and classrooms operate in a short period of time.

While Dallas ISD high schools have been involved in effective school improvement practices, the transformational shift comes in how to speed up and increase the impact of these practices.

Effective transformational practices and strategies focus on seven critical success factors: academic performance, teacher effectiveness, leadership effectiveness, school climate, data-driven instruction, increased learning time, and parent and community involvement. For the school to transform itself, these seven critical success factors must be viewed as a whole and not individually. Collectively, these critical success factors along with their ensuing objectives, activities, and evaluation processes present a viable set of practices that demonstrate they work well together in transforming schools.

The following critical success factors with their ensuing objective(s) will form the basis of the transformational efforts within Dallas ISD:

Improve Academic Performance:
- Increase rigor by offering opportunities for all students to enroll in advanced coursework, dual credit programs, and thematic pathways/academies that prepare students for college and careers (Academic Performance)
- Improve student transition from middle to high school through summer transition programs
- 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 limited English proficient student acquire language skills to master academic content
- Establish technology-based supports and interventions as part of the instructional program
- Increase graduation rates through a variety of strategies addressing academic, discipline, and attendance

Increase the Use of Quality Data to Drive Instruction:
- Use data to continuously identify and implement instructional programs and strategies that are research-based and aligned with state academic standards

Increase Leadership Effectiveness:
- Provide structure, support, and professional development that provide and create optimal conditions for the school transformation effort.

Increase Learning Time:
- Establish schedules and strategies that provide increased learning time

Increase Parent/Community Involvement:
- Provide ongoing mechanisms for family and community engagement

Improve School Climate:
- Implement a system of positive behavioral supports

Increase Teacher Quality:
- Design and develop a teacher evaluation system that differentiates effective from ineffective teachers and includes student achievement growth as a major factor in teacher evaluation along with a professional compensation system based on multiple measures of teacher effectiveness
- Create a team of teacher leaders or coaches who have scheduled time to offer individualized, in-class guidance to teachers, provide rigorous evaluations, conduct weekly job-embedded professional development, and work on school improvement planning

Overall, this grant presents a process for the planning of program goals and objectives (4B, Section B), a series of activities that address each objective (4B, Section D), and an evaluation component to address the progress in accelerating the attainment of these goals and objectives (4C, Part 3). By focusing upon the seven critical success factors and the ensuing objectives, and strategies, the school will be able to facilitate a quick and dramatic change in the school improvement process with lasting results for both the school and community.

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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											420	400	300		1120
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1120

Total Instructional Staff	87
Total Support Staff	25

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

1	Public Education Information Management System (PEIMS)
2	Academic Excellence Indicator System (AEIS) – Report card and results
3	No Child Left Behind – Annual Yearly Progress results
4	TAKS Report Cards – including data on scale scores, percentage meeting standards, and TPM results
5	Teacher demographics and background data (listed in PEIMS)
6	Assessment of Course Progress (ACP) results
7	Dallas ISD Chancery SMS/Student Information System
8	Dallas ISD Management Information System (MIS)
9	Dallas ISD Specialized Data Management Support (SDMS)
10	TELPAS Results

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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.

In order to identify the priority needs and direction for the school, the comprehensive needs assessment will focus on eight (8) areas: demographics; student achievement; school culture and climate; staff quality, recruitment, and retention; curriculum, instruction, and assessment; family and community involvement; school organization; and technology.

The process for developing a comprehensive needs assessment is described as follows:

- **State the purpose and outcomes for each of the eight areas.** The Dallas ISD Research and Evaluation Departments prepares a campus data package for each campus. The data package addresses all eight areas above. The principal and the campus leadership team establish the purpose and outcomes within each of the eight areas.

- **Establish committees for each of the eight areas.** Campus leadership team members will lead and facilitate a committee to review the data within each of the eight areas. The team members will facilitate conversations regarding data/analysis and their ensuing issues.

- **Determine the adequacy of the data provided by the district and the need for additional types of data.** The committees will review the data and analyze the data to develop the school profile. Overall, the third step revolves around collecting the data needed, analyzing the data, and developing a profile.

- **Determine areas of priority and summarize needs.** Each committee within the eight areas will summarize the priority areas of need. The committee will focus on the strengths and needs of the campus within each of the eight identified areas.

- **Connect the findings of the eight committees to the campus improvement plan.** All eight committees will report at the campus leadership team meeting on the strengths and needs within each of the areas. First, one will review the strengths of each area and make sure that campus plans reflect goals, objectives, and activities which will be continued to sustain the areas of strength. Second, the areas of need will be discussed along with ensuing objectives and activities designed to improve student outcomes.

In addition, the campus leadership team will follow a series of questions to ask within each of the eight (8) areas. These are the district's "guiding questions" that each committee will address along with other pertinent issues that will arise. The guiding questions will serve as a framework for addressing a comprehensive needs assessment.

Overall, a general overview can be made of each of the eight areas:

Demographics: an overview of who is in the school by gender and ethnicity and who is in the special program offerings.

Student Achievement: student achievement data is disaggregated by ethnicity, gender, socioeconomic status, special program; and the ensuing question becomes which students are making progress.

School Culture: an overview of how parents, community, staff, and students would describe the climate in the school. Additionally, the data reflects student behavior, attendance, and discipline as well as participation in extracurricular activities.

Staff Quality, Recruitment, and Retention: addresses the qualifications of staff as well as the efforts to recruit and retain staff members; additionally, this area reviews staff attendance, retention, and turnover as well as the effectiveness of staff development for staff members.

Curriculum, Instruction, and Assessment: reveals how data is used to inform curriculum, instruction, and assessment decisions as well as how curriculum, instruction, and assessment is aligned within the curriculum and with student learning needs and outcomes.

Family and Community Involvement: provides evidence that families and community members are involved at school and the types of community partnerships that exist to support families and students.

School Organization: reveals the degree to which parents, teachers, support staff, and students are a part of solutions to identified problems.

Technology: addresses what technology we have and is available and the barriers that prevent effective use of technology.

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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	Staff
2	Paraprofessionals
3	Parents
4	Advisory Committee/Community Partners
5	Research and Evaluation Department/Title I Evaluators
6	
7	
8	
9	
10	

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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.

District policy, as set forth by the Dallas ISD Board of Trustees, clearly addresses the district's capacity to use grant funds to implement programs and activities on school campuses: "The District is committed to seeking outside funds from federal, state, and private sources to assist in supporting the instructional programs of the district . . . Funds from all sources shall be received, administered, and expended in compliance with all state and federal laws and grantor requirements. The Superintendent of Schools shall institute auditing procedures that meet TEA regulations and state and federal law. Once the decision is made to implement a specific education program for a given target populations, the principals and other staff of the schools served shall follow the program plan and observe applicable guidelines, regulations, and procedures of the funding agency and of the District".

The district will provide programmatic and fiscal support to the campuses to implement, fully and effectively, the required activities of the school intervention model.

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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.

During the Fall of 2008, Spruce redeployed all students to surrounding schools. The school reopened with a 9th and 12 grade class as well as a new principal during the 2008-09 school year. The 2009-10 school year saw a 9th and 10th grade and during the 2010-11 school session, the school will add the 11th grade. During this process, the community has been involved in meetings and discussions as well as in planning for a turnaround on the campus.

The school continues to conduct regular community meetings with parents, teachers, community members, board trustees, and district staff. The meetings are led by both the principal and board member from their respective area. These meetings have continued to the present time in the redesign of the campus.

These community meetings permitted the discussion of the plan described on pages 30 to 35 of this grant application. Overall, it is the intent to transform the campus into three separate schools within a school: a comprehensive high school, a pathway focused school, and a specialty focused component. A campus decision-making team would guide the efforts of the three schools within a school as well as provide a focus for transforming activities to be implemented that address each of the critical success factors.
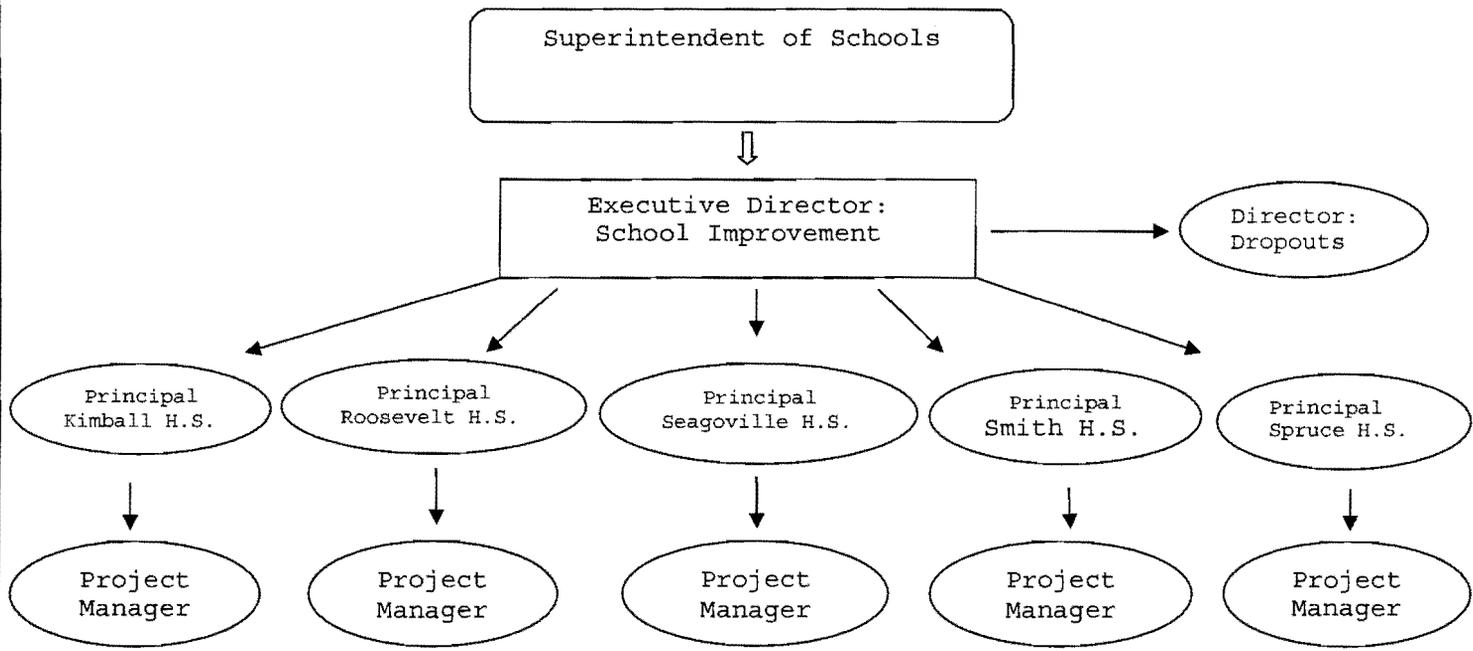
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Part 2: Project Management Cont.

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

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

Fiscal management – Because the district has experience managing federal, state, and foundation grant funds and grant activities, modifications to existing practices and policies will not be necessary. The district financial management system meets state and federal financial management standards and provides for accurate, complete, and auditable documentation of all grant-related financial transactions. The Business Services Division, which includes Accounting, Grants, Purchasing, and Human Resources, will work with the campuses to ensure that control and accounting procedures are followed that 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.

Program management – The district will create a Turnaround Office with an Executive Director that directly reports to the Superintendent of Schools. The Executive Director will assist in the implementation of a school's planning efforts for this grant. Planning will occur on each campus by the Decision-Making Committee. The committee will address targeted expectations within each of the critical success factors. A Project Manager on each campus will facilitate and monitor implementation of the activities and timeline developed by the decision-making committee. In addition, the district turnaround office will have an individual devoted to dropout recovery efforts whose mission is to identify, track, and recover students that have dropped out of school.

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                    │  Superintendent of Schools  │
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        ┌──────────────────────────────┐        ╭──────────────╮
        │   Executive Director:        │───────▶ │  Director:   │
        │   School Improvement         │        │  Dropouts    │
        └──────────────────────────────┘        ╰──────────────╯
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Principal Kimball H.S.	Principal Roosevelt H.S.	Principal Seagoville H.S.	Principal Smith H.S.	Principal Spruce H.S.
Project Manager	Project Manager	Project Manager	Project Manager	Project Manager

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

Part 2: Project Management Cont.

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

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

The campus will leverage grant funds and align with other resources to maximize the effectiveness of the school improvement intervention program. The district will provide the campus all of the non-federal funds the campus would have received were it not a TTIPS grantee. The district/campus will:

- Schedule activities and coordinate with other campus instructional programs and grant-funded initiatives so that students have access to all services that result in increased student achievement
- Provide supplementary services to students that do not conflict with other state or locally funded program goals
- Leverage resources by soliciting cash and in-kind contributions from other sources that directly benefit increased student achievement
- Ensure that general operating funds support the overall goals of the school improvement intervention plan

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

Part 2: Project Management Cont.

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

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

The project manager on the campus will possess the following abilities and/or qualifications:

- Strong organizational skills
- Knowledge of the goals and purpose and ensuing outcome of the transformation model
- Ability to develop and manage budgets and programs
- Ability to work effectively with all subject-area departments
- Leadership abilities in organization, management, communication and interpersonal relations
- Knowledge of basic computer skills and software
- Knowledge and application of effective ESL, Special Education, and general education instructional strategies
- Experience in presenting information to staff, teachers, and students
- Competence in working with linguistically and culturally diverse adult and students

The project manager will be able to:

- Coordinate transformational activities on the campus
- Provide professional development opportunities for campus teachers
- Provide materials, technical assistance, and support for implementation of grant activities that address the critical success factors
- Compile data and prepare/complete all TEA reports applicable to the transformation model
- Manage/maintain TEA grant mandated records relating to student enrollment, assessments, attendance, and evaluation
- Develop activities that address the critical success factors as well as standards for accountability in implementation
- Develop and manage program budgets including oversight and expense approval
- Serve as a member of the campus decision-making team

Additionally, Dallas ISD will create a Turnaround Office that will be charged with facilitating turnaround efforts directed by SIRC as well as planning efforts at the district level and in each of the seven CSF areas along with the campus Project Manager and the school's decision making team. To further assist the campus Project Manager, the district turnaround office will house an individual devoted to dropout recovery efforts who will have responsibility district-wide for identifying, tracking, and recovering students who have dropped out of school.

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

Part 2: Project Management Cont.

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

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

The **LEA/TTIPS Decision-Making Team** will be comprised of representatives from various divisions within central administration. The group will work together to ensure that the campus has the coordinated support necessary to fully and effectively implement the school intervention initiative:

School Leadership and Administrative Support and **Teaching and Learning Divisions**

The two primary divisions responsible for working with the campuses to implement the model that will increase overall student performance, as well as improve the management and effectiveness of the school. The divisions will assist the campuses in achieving the milestones of the initiative: 1) improve academic performance, 2) increase teacher quality, 3) improve school climate, 4) increase leadership effectiveness, 5) increase use of quality data to drive instruction, 6) increase parent/community involvement, 7) increase learning time.

Evaluation and Accountability

The department will provide objective and valid information for monitoring, assessing, evaluating, and reporting progress of the school intervention initiative. Assist campuses to collect data to use to track progress toward the Critical Success Factors (CSF) and milestones and provide assistance in submitting the Quarterly Implementation Reports (QIR) and other reporting requirements.

Grants Management

Provide financial oversight of grant-funded activities (including but not limited to): assisting with budget preparation and Oracle upload; processing amendments and budget transfers that comply with grant regulations; approving and monitoring financial transactions. Provide overall compliance monitoring (including but not limited to): maintaining an adequate internal control structure to ensure compliance with applicable laws and regulations related to the grant; coordinating formal agency audits or interim reviews by TEA and/or its designate; providing support and guidance to campus and LEA TTIPS team for the effective administration and financial management of grant funds.

Grants Accounting

Ensure compliance with required accounting procedures (including but not limited to): requesting funds through the automated payment request system (draw-downs); preparing and submitting written expenditure reports per TEA guidelines; maintaining auditable documentation of all grant expenditures.

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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.

The sustainability plan will focus on three areas: systemic change, refocusing resources, and researching additional grant funds.

Systemic Change

The Association for Educational Communications and Technology (AECT) Council on Systemic Change states "effective, lasting change *must* be systemic; that is, it must reflect the interrelationships among education's stakeholders and subsystems. We also understand that it is often neither practical nor necessary to *change* the entire system at once--only to ensure that its old and new components *reinforce* rather than *undermine* one another." (http://ide.ed.psu.edu/change/systemic-change-how.htm). The campus reforms and intervention strategies implemented by the grant will be designed to result in systemic changes to address the instructional and managerial needs of school.

Refocusing Resources

The principal will meet with campus stakeholders and central staff to discuss a strategy to refocus general operating and entitlement resources to support sustaining successful components of the school improvement intervention project.

Researching Grant Funds

In addition, the campus will work with the district's Grants Management Department to identify federal, state, and foundation funding to support the project.

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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).

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

The School Improvement Resource Center (SIRC) will serve as the external provider to the district in the transformation process.

Additionally, they will provide targeted technical assistance to build the school's capacity for school improvement.

ESC 10 will also be used to assist with professional development offerings to teachers and administrators.

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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).

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

The process for making a site visit to other campuses successfully implementing the transformation model is a series of "guiding questions" that will direct the school's inquiry into selecting the locations as well as providing a structure for the site visit outcomes.

Through preparing pre-visit clear and factual answers to the questions from the school data, team members may or may not ask these questions directly during the site visit. However, all of the information gathered during the site visit is intended to inform the answers to these questions:

Curriculum:

- Does it articulate skills and concepts that each student should know?

- Is the school's documented curriculum aligned with state standards?

- How is the curriculum reviewed and revised to ensure quality and effectiveness?

Instruction and Learning:

- Is the observed instructional practice consistent with what the school describes, either verbally or in writing?

- is the classroom and school environment orderly and does it support student learning?

- Is instruction effectively delivered and are students engaged in meaningful learning?

- Do the school's instructional practices include the implementation of strategies that address the needs of diverse learners, including special education students?

- How and from whom do teachers receive feedback, guidance, supervision, and evaluation to improve instructional practice and student achievement?

- How is qualitative and quantitative data used to inform planning and improve student achievement?

- What professional development and other forms of support are made available to administrators and teachers?

- Who are the instructional leaders at this site? Describe the working relationships between teachers. How does the school review and evaluate teacher performance?

- What assessments does the campus use to track student learning?

Student Achievement:

- Are student reaching "academically acceptable" on state standards?

- Is the school making adequate yearly progress in the aggregate and in all statistically significant groups?

- Has student performance been strong or improve over time on other external and internal assessments?

- Has the school met or is it making progress toward meeting the academic success goals set out in its accountability plan?

Overall, the expected outcome of the site visit is to gather answers to the "guiding questions." The site team should focus on the school's progress toward meeting its accountability plan goals, the curriculum and instructional practices used, and information regarding the above stated "guiding questions" as well as any other performance indicators.

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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.

After the completion of the decision-making process, the LEA decision-making team *did not* select six (6) out of the nine (9) Tier I schools, with the following rationale:

The campuses are being led by principals with highly capable leadership; with a track record of school improvement success and/or leading campuses toward positive data trend lines. These principals have been granted some autonomy with staffing, selecting and using core instructional resources, professional development, and flexibility in the use of consultants.

There is tangible evidence that allowing these principals an opportunity to stabilize their learning community will bring about sustained improvement.

Tier One Schools:

School	AEIS	AYP	Serving
Bryan Adams	AU 1	Stage 5	AU 1
North Dallas	AU 3	Stage 5	Principal 3rd year
Pinkston	AU 4	Stage 5	Principal 3rd year
Roosevelt	AU 4	Stage 5	**Transformation**
Samuell	AA	Stage 5	AA
Smith	AU 3	Stage 5	**Turnaround**
Spruce	AU 5	Stage 5	**Transformation**
Sunset	Recognized	Stage 5	Recognized
Thomas Jefferson	AA	Stage 3	AA

Tier Three Schools:

School	AEIS	AYP	Serving
Kimball	AU 4	Stage 4	**Transformation**
Seagoville HS	AU 4	Stage 3	**Transformation**

*The Tier I schools not selected are on a trajectory of improved student achievement, as evidenced by:

➢ Increasing TAKS scores at the passing and college ready levels
➢ Increasing graduation rates

*Source: Multi-Year History for 2006-2009
Performance Reporting
Texas Education Agency

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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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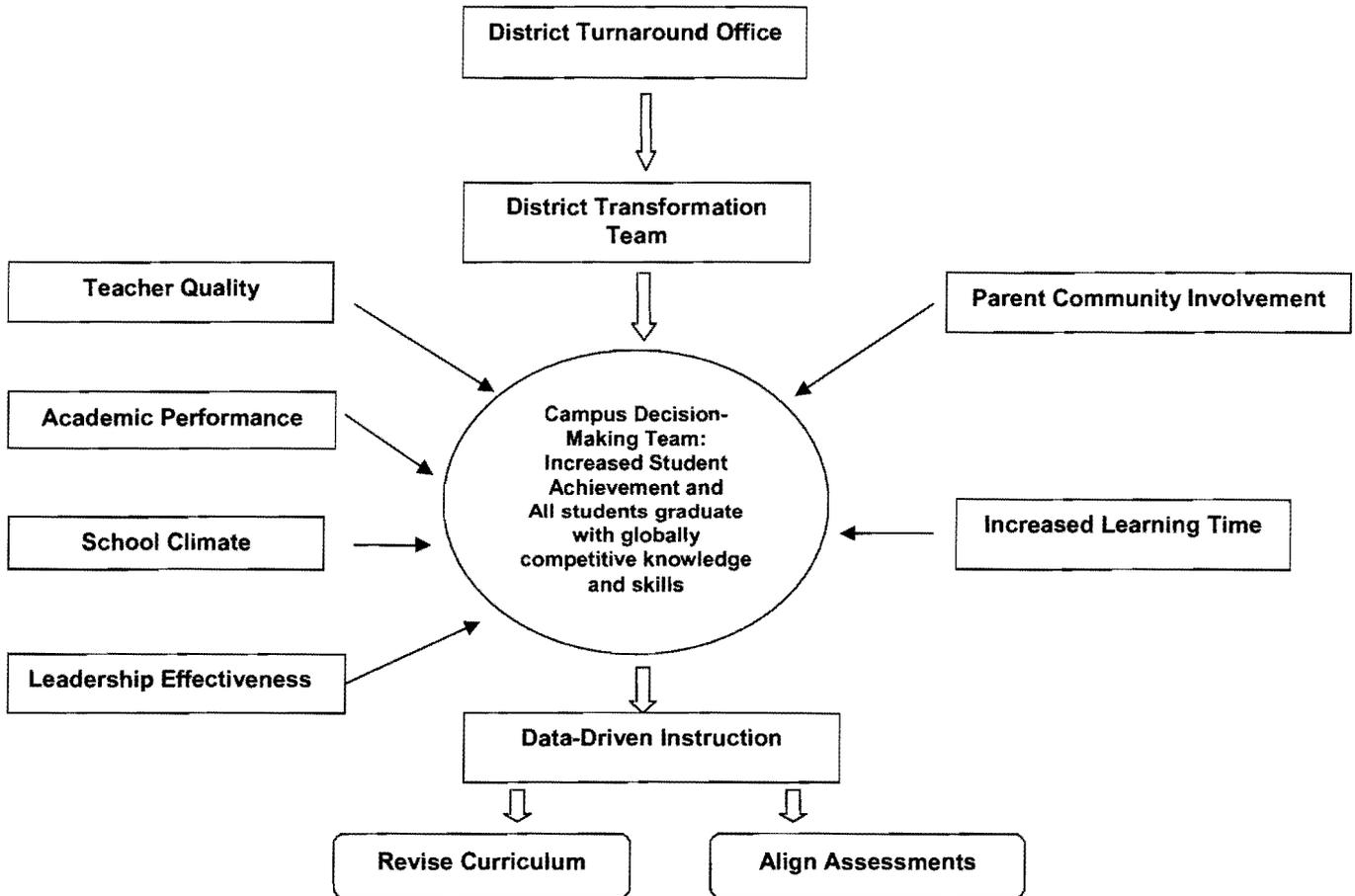
Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:
1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus.
2. The timeline delineating the steps the campus will take to implement the selected intervention.

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

For the critical factors within the transformation model to add real value, they must be owned and used by the school and its educators and used as key points of accountability for the school implementing transformative practices. Therefore, it is imperative that planning within the school address each of the Critical Success Factors (CSF) and milestones that are evident in a school undergoing transformation. The district and school will utilize the TEA designed model with technical assistance provided by the SIRC and a Campus-Based Decision Making Team. The SIRC and Dallas ISD Transformation Map follows and provides a visual of a Campus Decision-Making Team that will focus, plan, and monitor activities within each of the critical success factors in order to improve student achievement and increase college and career readiness.

SIRC/Dallas ISD Transformational Map

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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).

The timeline delineating the steps the district and campus will take to implement the transformational model follows:

I.

January 2010, a District Transformation Team was established to develop contingency plans at four, AU 4 (academically unacceptable fourth year) schools. This committee is comprised of staff, parents, community members, board members, and students who were charged with changing the high school structures and programs in these schools. Structural changes in combination with instructional enhancements were critical aspects of the discussions at community meetings. From the community meetings emerged an overview of key structural changes:

- Smaller learning communities within each school that included (a) thematic or pathway-driven learning academies, (b) magnet program and offering at each campus, and a (c) traditional comprehensive high school program.
- Provide dual-enrollment opportunities for students to take postsecondary-level courses in high school that allow them to earn high school and college credit.
- Smaller learning communities to focus on personalization, development of college and career-ready skills as well as easing transitions into and out of high school.
- Partnerships with the community and employers to facilitate learning opportunities for students and their teachers were identified for each school.

II.

Spring 2010, emerging high school structural changes discussed at board briefings/board meetings of the Dallas ISD Board of Trustees.

III.

Summer 2010, a District Turnaround Office is established to take a lead role in driving, supporting, and sustaining transformation efforts as well as driving statewide turnaround efforts. The district turnaround office will provide concentrated and coherent resources and expertise, build parent and community support, monitor the implementation and progress of the schools, build leadership capacity, problem solve, and maintain coordination and communication between the schools and the district.

By design, the turnaround office will function as the guiding arm in driving improvement efforts. A Transformation Leader (Shepherd) will be designated to coordinate, manage, and implement the school improvement efforts for a cluster of three (3) schools.

The focus of the office is to establish clear expectations related to academic growth in a compressed period of time. The office will provide schools with the flexibility, resources, and support required to reduce barriers and compliance requirements in order to facilitate a school-wide focus on student needs and improved achievement.

Additionally, a *Director* for dropout recovery will be established within this office. This individual will be the single-point of contact for the schools in data entry as well as identifying, tracking, and recovering students who have dropped out.

Summer 2010, Schools will: (a) provide opportunities for the campus to attend the SIRC Summer Seminar in July; (b) complete the first 90-day action plan, (c) develop job-embedded professional development for both teachers and school leaders, (d) create high school structural changes in the curriculum as well as within instructional programs and supports, and (e) establish/appoint the campus decision-making team that will lead the transformational efforts by addressing each of the seven critical success factors.

Campus Decision-Making Team will: (a) incorporate instructional team structures into the school improvement plan, (b) provide instructional teams with work plans for the year and specific work products to produce, (c) provide adequate time for teams to meet, conduct meetings, and meet the expectations of the district and school, and (d) provide professional development on effective teaming practices.

District Turnaround Office will: (a) establish performance objectives for the school, (b) align resource allocation (money, time, human resources) with the school's instructional priorities, (c) recruit teachers to support the transformation effort, (d) establish a pipeline of potential transformational leaders, (e) create a plan to communicate with stakeholders prior to and during the implementation of the transformation, (f) provide school transformation team members with information on what the school can do to promote rapid improvement, (g) engage parents and community, and (h) build support for transformational efforts.

IV.

Fall 2010 will find the school implementing new and different high school structures and instructional programs along with school-wide Positive Behavior Interventions and Support (PBIS) interventions and enhanced social service supports along with training and support from SIRC.

Additionally, the campus decision-making team in collaboration with the district transformation team will focus on the development of work plans within each of the critical success factors for the three year project. Within these plans will specify activities and work products to produce. Overall, the campus decision-making team will lead the transformational effort along with the principal and in collaboration with the district transformation team in addressing the goals and *objectives* that follow within each of the seven critical success factors (goals).

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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).

Increase Leadership Effectiveness Objective:
- Provide structures, supports, and professional development that provide and create optimal conditions for the school transformation effort.

Vision: Within this objective, activities will be developed that facilitate the principal to become an effective "change" leader. A principal who can communicate the message of change, collect and act on the data, seek quick wins, discontinue failing strategies, and provide optimum conditions for the campus decision-making team to transform educational strategies and practices on the campus.

Increase Teacher Quality Objectives:
- Design and develop a teacher evaluation system that differentiates effective from ineffective teachers and includes student achievement growth as a major factor in teacher evaluation along with a professional compensation system based on multiple measures of teacher effectiveness (Teacher Advancement Program – TAP)
- Create a team of teacher leaders or coaches with scheduled time to offer individualized, in-class guidance to teachers, provide rigorous evaluations, conduct weekly job-embedded professional development, and work on school improvement planning

Vision: These two objectives will focus on establishing a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff as well as providing rigorous staff development.

Evaluating staff will require the development of a variety of valid and reliable tools to evaluate teacher skills and knowledge as well as include student outcomes within the evaluation. Additionally, training will be provided to those conducting the evaluations to ensure that they follow a set of standardized procedures and are documented.

Creating a system for making monetary and non-monetary awards that is transparent and fair using valid data on whether performance indicators have been met or not met will be one of the most challenging aspects of this objective. Finally, setting clear goals and measures for employees' performance is critical before exit points for employees either to voluntarily or involuntarily make an exit from the school is established.

Finally, creating professional learning communities within the building that fosters collaboration and continuous learning is paramount to rigorous staff development. Staff development that is aligned with identified needs and related to the implementation of new programs and strategies. Professional Development that changes practice and has visible signs of improved student performance becomes the mark of an effective training program. Teachers are active participants in the development process and are influential in shaping the program; in fact, because their buy-in is critical to success, the program will be customized to meet the unique needs of the staff.

Improve Learning Time Objective:
- Establish schedules and strategies that provide increased learning time

Vision: Becoming familiar with research and best practices associated with efforts to increase learning time will be crucial to the campus-based decision-making team in addressing this objective. Currently, transforming school day schedules, extending the school day, and altering the school year structure have been the primary methods employed to meet this goal. Ultimately, this reform must not focus on simply extending the time students are in school, but on increasing the time student engage in productive, academic learning. If the campus team plans and implements an extended learning time program, the use of data to make modifications becomes essential.

Improve Academic Performance Objectives:
- Increase rigor by offering opportunities for all students to enroll in advanced coursework, dual credit programs, and thematic pathways/academies that prepare students for college and careers
- Improve student transition from middle to high school through summer transition programs
- 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 limited English proficient student acquire language skills to master academic content
- Establish technology-based supports and interventions as part of the instructional program
- Increase graduation rates through a variety of strategies addressing academic, discipline, and attendance

Vision: Many teaching and learning strategies such as response to intervention, differentiated and accelerated instruction as well as incorporating technology can lead to school reform and improve academic learning. In addition, efforts toward preparing student for postsecondary success along with accelerated instruction become cornerstones in preparing students for the work force. As a result, student performance data becomes integral to the overall success of implementing instructional reforms.

Finally, if students are to demonstrate proficiency on state examinations, cognitive demand and classroom content must align to standards and assessments. For teachers to identify and activate the explicit connections between instruction and standards is a key

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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).

ingredient for improved student performance. Teachers must be involved in the process of making those alignments and receiving the job-embedded professional development that follows the identification of those alignments.

By addressing the issue of improve academic performance, students will have an incentive to attend school and have a purpose or meaning for being in school, thereby increasing graduation rates along with cognitive and behavioral growth.

Increase the Use of Quality Data to Drive Instruction Objective:
- Use data to continuously identify and implement instructional programs and strategies that are research-based and aligned with state academic standards

Vision: The data systems should allow for the collection, interpretation, and use of student data. A screening system should be used at the beginning, middle, and end of year to identify students who are academically on-tract and those who are at-risk for difficulties in key critical content areas. A critical aspect of this objective is to use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding.

Increase Parent/Community Involvement Objective:
- Provide ongoing mechanisms for family and community engagement

Vision: While the overarching goal is to promote partnerships with the community, employers, and institutions of higher education to facilitate learning opportunities for students and teachers, it is also essential to develop community support for the school and its transformative work among parents and the surrounding community. The school must continue to communicate clearly within the school and the school community about the achievement of diverse groups of students, analyzing ongoing school successes and challenges, and committing to continuous improvement in the achievement of all students.

Improve School Climate Objective:
- Implement a system of positive behavioral supports

Vision: Positive Behavior Supports along with a staff who understand and support "social-emotional learning" is essential to increasing student attendance and decreasing discipline referrals. Overall, a school atmosphere that features trust, professionalism, and shared leadership is a school that facilitates the types of positive behavior that increases student learning.

Overall, this section of the grant delineates the steps the campus will take to implement the transformation model and the ensuing goals (critical success factors) and objectives. These seven goals and twelve objectives will require planning and development of work plans that address the goals and objectives. A series of activities that address each objective are presented in Schedule 4B, Section D, and evaluation methodology to measure the progress in attaining these goals, objectives, and activities is addressed in Schedule 4C, Part 3. By focusing upon the list of objectives and strategies within each of the critical success factors that reflects new and innovative school leadership, develops a system that rewards teacher and leader effectiveness, adopts comprehensive instructional programs, extends time for students and staff, offers community-based services as well as provides operating flexibility and intensive support, the high school will facilitate a quick and dramatic transformative change in the school improvement process with lasting results for both the school and community.

According to the SIRC timeline for immediate implementation of the Texas Transformation Project, the following would take place for the school:

Summer 2010:
- comprehensive needs assessment of district and campus
- replace or retain key staff
- identify community partners
- establish district designated personnel to foster transformation project
- identify teacher leaders
- develop job-embedded staff development plan for year one
- attend summer seminar on July 12 to 15
- complete the first 90 day action plan

Fall 2010:
- review the district snapshot

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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).

- implement school-wide Positive Behavior Interventions and Support (PBIS) interventions
- begin providing enhanced social service support
- teacher leaders begin collecting observation data to guide professional development and student interventions
- develop plan to recruit and retain quality staff
- review progress toward goals in 90-day action plan

Spring 2011:
- review behavior data and PEIMS to analyze PBIS implementation
- begin online courses
- implement targeted professional development based on classroom observation data and student data
- write next 90 day action plan

Summer 2011:
- attend summer seminar (SIRC)
- review and revise professional development plans
- review and revise needs assessment
- analyze progress toward goals in previous 90-day plan
- develop plan for classroom interventions for PBIS
- write new 90-day action plan
- attend NSDC summer conference

Fall 2011:
- implement revised and updated professional development plan
- implement classroom level PBIS interventions
- begin action research projects
- continue online courses
- write new 90-day action plans

Spring 2012:
- continue online learning
- teacher leaders collect data for action research projects
- review behavior data to evaluate effectiveness of PBIS interventions
- write new 90-day action plan

Summer 2012:
- teacher leaders present initial findings on action research topics
- conduct intense data review and process evaluation (What's working? What still needs focus?)
- attend summer seminar

Fall 2012:
Re-administer campus snapshot Spring 2013:
- finalize action research projects
- collect data for PBIS evaluation

Summer 2013:
- present action research
- conduct intense data review and process evaluation (What worked? What still needs focus?)
- create sustainability plan (continue practice of 90- day action plans)
- develop plan to continue use of teacher leaders as an instructional resource

Overall, the school will use the decision-making committee to facilitate the planning which is necessary to address the above stated objectives within the critical success factors over a three year period. In addition to the SIRC model provided for the transformation project, the school decision-making committee will begin their work in the Fall of 2010 and develop timelines to implement each of the above stated objectives. The district's Turnaround Office will facilitate and monitor these efforts.

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Part 3: Intervention Model

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

1	Parents
2	Teachers and Staff
3	Principal
4	Community Members and Partners
5	Board members
6	District Staff
7	Teacher Union Representatives
8	
9	
10	

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline

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

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

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

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Part 3: Intervention Model *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.*

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	Implement a school-wide college-readiness program such as AVID to increase access to advanced courses	Larger numbers of AVID students enroll in colleges or universities than do students with no AVID background. Additionally, AVID has built a reputation for improving college rates and academic success in under-served minorities.	Slavin & Calderón, (2001)	9/2010	6/2013
1C	Improve achievement in Reading/ELA by implementing accelerated instructional strategies such as screening for reading achievement levels and providing appropriate interventions, providing job-embedded professional development on content area literacy strategies, tiered interventions built into the curriculum documents, flexible grouping, tutorials aligned with students' needs supported by SES providers and tools for self management of learning	Students who have difficulty reading in high school face struggles in content-area courses that assume grade-level reading.	Bremer, Clapper & Deshler, (2002)	9/2010	6/2013

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1B	Improve student achievement in Mathematics by implementing accelerated instructional strategies such as double-blocked class schedules, catch-up courses to strengthen ninth-grade students' skills and mathematics support pull-out programs to provide specialized instruction aligned to student needs	In order for all students to have access to rigorous coursework, struggling students must be provided accelerated instruction to overcome prior poor educational preparation.	Herlihy & Quint, (2006); Portz & Gaudet, (2001)	9/2010	6/2013
1A	Focus on the essential elements of Response to Intervention (RTI) strategies such research-based instruction and interventions for struggling students, universal screening, progress monitoring, fidelity and evaluation	Students who are at-risk for poor learning and behavior outcomes require a multi-level framework of support such as RTI.	Foorman, Francis, & Fletcher, (1998); Harr-Robins, Shambaugh, & Parrish, (2009); Vaughn & Fuchs, (2003); Vellutino, Scanion, & Lyon, (2000)	9/2010	6/2013
1B	Integrate technology in such a way that it aligns with the curriculum and teacher goals and offers students opportunities to use the tools in their learning	The mere existence of technology in the classroom does not ensure that student learning will improve. Students must be exposed to the global society in which they live and learn in a structured and thoughtful way.	Bransford, Brown & Cocking, (2000)	1/2011	6/2013
1B	Increase student engagement by partnering with local colleges and universities to allow students the opportunities to audit college classes and to provide dual credit offerings and thematic learning academies (pathways and satellite magnets)	Students are more likely to stay in school (Archambault, Janosz, Morizont & Pagani, 2009) and perform at high levels (Cole, Kennedy & Ben-Avi, 2009) if they are engaged with a challenging curriculum that helps them prepare for college or a career.	Archambault, Janosz, Morizont & Pagani, (2009); Cole, Kennedy & Ben-Avi, (2009)	6/2011	6/2013
1C	Create Smaller Learning Communities (SLC) within the school and designate specific assignments within the SLC for school administrators, counseling staff, special educators and instructional coaches	In Smaller Learning Communities teachers know their students better and students feel less isolated and alienated.	Cotton, (2001)	9/2010	6/2013

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1C	Employ Instructional Coaches to support teaching and learning in general education, Special Education, Advanced Placement and ESL classrooms	Properly trained instructional coaches can dramatically impact student learning by facilitating conversations with teachers that improve their practice.	L. Lipton and B. Wellman (2007)	10/2010	6/2013
1A, 1C	Employ teacher assistants when class sizes are increased to allow more students access to highly effective teachers	All students, regardless of their background must have access to experienced, highly qualified teachers.	Clotfelter, Ladd, Vigdor & Wheeler, (2006); Imazeki & Goe, (2009)	9/2010	6/2013
1A	Expand Fast Forward reading and math intervention labs for students receiving special education services	The intervention labs help to build conceptual math skills and prepare students to learn by addressing memory, attention, processing and sequencing. Additional laptops would allow the schools to separate the content areas to provide greater access to a larger number of students.	Borman, G.D., & Benson, J. (2006)	10/2010	6/2013
1B	Improve student engagement and self-management of learning through the implementation of project-based learning strategies in all subject areas including co-curricular.	Engagement in project-based learning increases student achievement, problem-solving skills, overall understanding of the subject matter, and increased mastery of content specific skills and strategies.	Thomas, J.W. (2000)	9/2010	6/2013
1A, 1C	Provide Summer courses with college students serving as mentors to strengthen language acquisition for second language learners	Effective instruction of ELLs must attend to their need to develop proficient academic language skills in English.	Francis et al., (2006)	6/2011	6/2013
1B	Support LEP students through the use of technology such as podcasts to strengthen content vocabulary and academic language	Proficiency in academic language improves ELLs' ability to comprehend and analyze texts, write and express themselves effectively, and acquire and demonstrate academic content knowledge across all areas.	Dressler, (2006)	1/2011	6/2013

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
2B	Incorporate the AVID Data System to measure program outcomes and to inform instructional practices	The ongoing sharing of AVID data validates the program and serves as a lever for wider implementation.	L. Guthrie & G. Guthrie, (2002)	10/2010	6/2013
2C, 2B	Utilize the Professional Learning Community structure to analyze formative assessment data in a way that drives instructional practices, provides impactful student feedback and informs intervention plans	Professional Learning Communities must be organized and given time to plan and monitor the part of the system for which they are responsible.	R. Marzano, (2003)	9/2010	6/2013
2B, 2A	Use data to identify students at risk or in need of intervention strategies	Data systems can help educators identify students who would benefit from research-based interventions and to gauge students' progress towards critical academic outcomes.	Tilly, (2008)	9/2010	6/2013
2A, 2B	Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving interventions	Data systems can help educators identify students who would benefit from research-based interventions and then to gauge students' progress towards critical academic outcomes.	Tilly, (2008)	10/2010	6/2013
2B	Create a drop-out recovery data base	Nearly one-third of all high school students leave the public school system before graduating.	C.B. Swanson, (2004)	9/2010	6/2013
2A, 2B	Utilize criteria charts and rubrics to gather data from authentic and performance-based assessments	Performance-based assessments provide key opportunities for students to engage in tasks like those they will be asked to do in higher education and careers.	R. Marzano, (2003)	10/2010	6/2013

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2B	Develop a freshman year tracking system to gauge students' likelihood of graduating or dropping out	More students fail ninth grade than any other grade in high school, and disproportionate numbers of students who are held back in ninth grade subsequently drop out.	Herlihy, (2007)	9/2010	6/2013
2A, 2C	Create a Student Support Team to facilitate the use of data gathered from the Response to Intervention strategies provided for struggling students	Students who are at-risk for poor learning and behavior outcomes require a multi-level framework of support such as RTI.	Foorman, Francis, & Fletcher, (1998); Harr-Robins, Shambaugh, & Parrish, (2009); Vaughn & Fuchs, (2003); Vellutino, Scanlon, & Lyon, (2000)	10/2010	6/2013
2C, 2A	Provide school administrators with a web-based data dashboard that enables users to view, interact and analyze data from multiple systems in the same interface including teacher and student attendance, discipline records, assessment data, budget status and facility work order requests	Teachers, principals and administrators should systematically collect and analyze various types of data to guide a range of decisions to help improve the success of students and schools.	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovits, J., & Wayman, J. (2009)	9/2010	6/2013
2B	Align the 40 Developmental Assets framework into all aspects of school life to provide students with the experiences necessary to graduate college and workforce ready	Data gathered from the Developmental Assets profile will support the school's efforts to provide students with "positive experiences, relationships, opportunities and personal qualities to grow up health, caring and responsible. Assets promote academic success, divert youth from risky behaviors, increase civic behaviors, and give young people the strengths they need to make positive choices in life."	Search Institute, (2006)	9/2010	6/2013
Add additional pages as needed.					

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Implement a comprehensive AVID professional development component for the school leadership team including Summer Institute and ongoing support throughout the year	The comprehensive AVID professional development ensures the integrity of AVID principles and safeguards its effective schoolwide implementation.	Watt, Huerta, and Lozano, (2007).	9/2010	6/2013
3B, 3C	Grant principals the flexibility and autonomy to hire the most qualified staff and the ability to remove ineffective staff members without constraints from district policy and procedures	Research from high-performing, high- poverty schools shows that principals must have, "Clearly defined authority to act based on what's best for children and learning- i.e., flexibility and control over staffing, scheduling, budget, and curriculum."	Calkins et al. (2007)	8/2011	6/2013
3A	Employ principal coaches to strengthen leadership skills and to increase leadership density on the campus	Professional development opportunities such as coaching, mentoring, reflection and self-assessment provide school leaders with ongoing, job-embedded and differentiated opportunities to develop leadership skills.	Goldring, Camburn, Huff & Sebastian (2007); Portin, Alejano, Knapp & Marzolf (2006)	10/2010	6/2013
3A	Provide professional development on facilitating instructional conversations	The principal's conversations with staff about instruction can be an essential element for advancing teaching and learning in a school.	Institute for Learning, (2008)	10/2010	6/2013

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3C	Create an incentive plan for principals based on student performance targets, school effectiveness indices and school climate	In order to attract and retain effective educators for low-performing schools and districts, a systematic approach involving ongoing professional development, opportunities for career growth, compensation, incentives and performance management must be in place.	Behrstock & Meyer, (2009)	9/2010	6/2013
3A	Utilize the Professional Learning Community structure for principals to encourage collaboration and professional development	"What a teacher or principal knows has no value, except insofar as it can be used to create or enhance knowledge and skills in others."	R. Elmore, (2008)	9/2010	6/2013
3C	Utilize the Learning Walk protocol to gather observation data about teacher implementation of the Principles of Learning and use that data to guide next steps in professional development	According to Elmore, in order to increase learning and performance, we must increase the knowledge and skill of teachers, somehow affect content, and alter the relationship of the student to the teacher and the content.	Goldman, Johnston, Micheaux, & IFL Fellows, (2001); Institute for Learning, (2008); Elmore (2008)	9/2010	6/2013
3C	Allow the principal the resource flexibility to create a schedule that supports the needs of students and that provides daily teacher collaborative planning time	For common planning time to be effective, it needs to be scheduled in sufficient blocks of time, and the organization of the school must promote teacher collaboration so that the time is used effectively.	Miles & Roza, (2002) Miles & Darling-Hammond, (1997)	9/2010	6/2013
Add additional pages as needed.					

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Provide students access to trained college tutors during AVID elective classes and replicate AVID tutoring strategies schoolwide	In the inquiry-based AVID tutorials, students are not afraid to ask question or to question others in an effort to assess their own understanding.	L. Guthrie & G. Guthrie, (2002)	10/2010	6/2013
4B	Implement transition activities such as high school and middle school Early Start Summer Programs so that students may receive early exposure to middle school course work or high school credit courses	The transitional years from middle to high school often bring about a decline in grades, motivation and attendance. If not adequately addressed, these challenges may link to school failure.	Herlihy (2007)	6/2011	6/2013
4B	Provide opportunities for accelerated credit such as Reconnect Centers, online courses, summer school and evening school	Students who miss or fail academic courses are at a greater risk of dropping out of school than their peers and must be provided extra academic support.	Dynarski et al., (2008)	9/2010	6/2013
4A	Increase student engagement by partnering with local colleges and universities to allow students the opportunities to audit college classes and to provide dual credit offerings and thematic learning academies (pathways and satellite magnets)	Students are more likely to stay in school and perform at high levels if they are engaged with a challenging curriculum that helps them prepare for college or a career.	Archambault, Janosz, Morizont & Pagani, (2009); Cole, Kennedy & Ben-Avi, (2009)	10/2010	6/2013
4C	Allocate resources for daily teacher collaborative planning time	For common planning time to be effective, it needs to be scheduled in sufficient blocks of time, and the organization of the school must promote teacher collaboration so that the time is used effectively.	Miles & Darling-Hammond, (1997)	9/2010	6/2013

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4A	Schedule students into smaller learning communities within the larger school context	In Smaller Learning Communities teachers know their students better and students feel less isolated and alienated.	Cotton, (2001)	6/2011	6/2013
4A	Allocate resources to allow for double-blocked and pull out classes to increase time in the core content classes	In order for all students to have access to rigorous coursework, struggling students must be provided accelerated instruction to overcome prior poor educational preparation.	Herlihy & Quint, (2006); Portz & Gaudet, (2001)	9/2010	6/2013
4A	Ensure that the neediest students are assigned to the most effective teachers	All students, regardless of their background must have access to experienced, highly qualified teachers.	Clotfelter, Ladd, Vigdor & Wheeler, (2006); Imazeki & Goe, (2009)	9/2010	6/2013
4B	Provide the principal with the resource flexibility to extend the school day and/or the school year to focus on core academics, enrichment and teacher staff development	Extended learning time supports student achievement, allows for enrichment opportunities, closes the achievement gap and builds 21st century skills.	E. Rocha, (2008)	10/2010	6/2013
4B	Provide Summer courses with college students serving as mentors to strengthen language acquisition for second language learners	Effective instruction of ELLs must attend to their need to develop proficient academic language skills in English	Francis et al., (2006)	6/2011	6/2013
4A	Improve and increase the students' learning time by partnering with Thriving Minds to engage young people as active leaders who have vital energy, creativity, and commitment to improve and sustain their schools and communities.	You can improve developmental outcomes for young people by intentionally integrating positive youth development principles and practices (e.g., developmental asset building) with service-learning.	Well-designed service-learning efforts can do a lot to build Developmental Assets, which, in turn, contribute powerfully to positive life outcomes." (Scales & Roehlkepartain, 2004) "Low-income students who did service and had lengthier participation in service-learning had more Commitment to Learning assets and better school attendance and grades than low-income students who did not participate, significantly reducing the achievement gap between affluent and low-income students." (Scales, Roehlkepartain, Neal, Kielsmeier, & Benson, 2006)	6/2011	6/2013
Add additional pages as needed.					

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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
5B	Require parents to sign a contract to support the AVID program and to attend parent updates meetings about the program	Research shows that schools can improve their students' learning by engaging parents in ways that relate directly to their children's academic progress and that give a consistent message of what is expected of parents.	Epstein, (1995); Henderson & Mapp, (2002); Patrikakou, Weissberg, Redding, & Walberg, (2005); Redding, (2002)	10/2010	6/2013
5B	Increase communication to parents through the use of the School Messenger calling system, calendars and newsletters	Schools must interface with parents at many points, in many venues, over the course of the schooling years.	Swap, (1993)	9/2010	6/2013
5C	Employ a Community Liaison to strengthen the school's presence and involvement in the community	Cultural, linguistic and social gaps often exist between schools and the students and families they serve.	Brown & Beckett, (2007); Reed, (2009); Warren, (2007)	6/2011	6/2013
5A, 5B	Employ a Parent Liaison to provide parents with effective resources and tools to support student learning	Schools must reach parents directly, personally and with a trusting approach.	Epstein, (1995); Henderson & Mapp, (2002); Patrikakou, Weissberg, Redding, & Walberg, (2005); Redding, (2002)	9/2010	6/2013
5B, 5A	Create a web-based Parent Portal to provide parents with current information regarding student progress	Schools must interface with parents at many points, in many venues, over the course of the schooling years.	Swap, (1993)	1/2011	6/2013
5C	Arrange college partnerships to support a college-going culture through utilization of the Career Cruising software, visits to college campuses and exposure to the demands of college coursework	Connecting with the community can help high schools students engage and see the relevance of their coursework.	Kennelly & Monrad, (2007)	9/2010	6/2013

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5C	Invite in faith-based organizations to serve as mentors and volunteers	Schools and communities must come together to "spiritualize education" around the themes of respect and spiritually to impact student success.	Moffett, (1994); J. Tripses & L. Scroggs , (2009)	10/2010	6/2013
5B	Communicate success stories, challenges and action opportunities with the community through newsletters, informational meetings and community events	The community can be a great resource for school improvement. Processes used to develop partnerships create "win-win" relationships for the school and the community partner.	Hands, (2005)	9/2010	6/2013
5B, 5A	Host parent meetings and fairs to publicize course pathways and satellite magnets	Schools must interface with parents at many points, in many venues, over the course of the schooling years.	Swap, (1993)	9/2010	6/2013
5B, 5A	Provide transitional activities for middle and high school parents	Research shows that schools can improve their students' learning by engaging parents in ways that relate directly to their children's academic progress and that give a consistent message of what is expected of parents.	Epstein, (1995); Henderson & Mapp, (2002); Patrikakou, Weissberg, Redding, & Walberg, (2005); Redding, (2002)	6/2011	6/2013
5A	Create Parent Centers to host parent workshops and to house resources for parents	Schools must develop a more comprehensive, six-tiered model of parent engagement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community	Epstein, (1995)	9/2010	6/2013
5C	Improve and increase parent and community involvement by partnering with Thriving Minds to train adults and youth how to use an asset-building approach to service learning projects and leverage community pathways and resources	For our city to have vibrant communities with successful young people we need to create an expectation or norm that adults have a social responsibility to contribute to young people's healthy development—not only for children in their own families, but also for "other people's kids." A major reason adults don't form relationships with kids is that they don't know what to do.	The Search Institute reported in (2003)	9/2010	6/2013

Add additional pages as needed.

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Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6B	Implement AVID principles schoolwide to provide students with "family-like" support throughout the school year	The culture of the AVID classroom is the scaffolding upon which students develop life-long habits of mind, such as responsibility, accountability, discipline, collaboration, continuous inquiry, and determination.	A. Lozano, K. Watt & J. Huerta, (2009)	9/2010	6/2013
6B	Employ additional counselors and social workers to better provide for the student's needs and to decrease the counselor to student ratio	Counselors must be able to attend to the social and emotional needs of students in order to improve their well being and school success.	Payton et al., (2008); Zins et al., (2004)	10/2010	6/2013
6A, 6B	Schedule students into smaller learning communities within the larger school context	In Smaller Learning Communities teachers know their students better and students feel less isolated and alienated.	Cotton, (2001)	10/2010	6/2013
6B	Utilize a positive behavior support model such as Safe & Civil Schools to reduce the number of discipline referrals and tardy rates, increase attendance rates and improve the perception of increased safety and civility	Educators should focus more time, effort, staff development, and financial resources on proactive, positive, and instructional approaches to discipline management than on reactive and exclusionary approaches	Sprick, Knight, Reinke, & McKale, (2007)	10/2010	6/2013

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6C	Align the 40 Developmental Assets framework into all aspects of school life to provide students with the experiences necessary to graduate college and workforce ready	Data gathered from the Developmental Assets profile will support the school's efforts to provide students with "positive experiences, relationships, opportunities and personal qualities to grow up health, caring and responsible. Assets promote academic success, divert youth from risky behaviors, increase civic behaviors, and give young people the strengths they need to make positive choices in life."	Search Institute, (2006)	10/2010	6/2013
6C	Improve school climate by increasing participation in extra/co-curricular activities. Campus will involve students in campus-based camps, school organizations, and student clubs to engage young people in a variety of arts, cultural, youth campus- and community-based activities. Working together with a network of community partners, students will have access to the tools necessary to think creatively, excel academically, make healthy choices, and contribute to their community.	Developmental outcomes can improve for young people by intentionally integrating positive youth development principles and practices (e.g., developmental asset building) with service-learning and extra/co-curricular activities.	Well-designed service-learning efforts can do a lot to build Developmental Assets, which, in turn, contribute powerfully to positive life outcomes." (Scales & Roehlkepartain, 2004) "Low-income students who did service and had lengthier participation in service-learning had more Commitment to Learning assets and better school attendance and grades than low-income students who did not participate, significantly reducing the achievement gap between affluent and low-income students." (Scales, Roehlkepartain, Neal, Kielsmeier, & Benson, 2006)	10/2010	6/2013
6A	Provide school administrators with a web-based data dashboard that enables users to view, interact and analyze data from multiple systems in the same interface including teacher and student attendance, discipline records, assessment data, budget status and facility work order requests	Teachers, principals and administrators should systematically collect and analyze various types of data to guide a range of decisions to help improve the success of students and schools	Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovits, J., & Wayman, J. (2009)	9/2010	6/2013

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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, 7C	Implement the Teacher and Student Advancement Program (TAP) as a comprehensive approach to increasing teacher quality	A comprehensive approach to improving the teaching workforce is needed; a multi-faceted strategy that includes opportunities for multiple career paths, ongoing applied professional development, instructionally focused accountability and performance-based compensation	L. Milken, Milken Family Foundation (1999)	1/2011	6/2013
7C	Allow opportunities for teacher advancement through multiple career paths (TAP model)	There is a positive relationship between employee motivation and their ability to advance their careers.	Barrier, (1996)	1/2011	6/2013
7B	Provide ongoing, job-embedded , student learning centered professional development led by teacher experts and instructional coaches	Schools that regularly link teachers to teachers are capable of successfully reforming teaching and learning.	Fullan, (2001)	9/2010	6/2013
7A, 7C	Develop an instructionally focused accountability system	In order to improve teacher instruction and student achievement, schools must identify the knowledge and skills that a teacher needs to teach successfully, and then create standards and rubrics to measure teaching performance.	Odden, Milanowski & Youngs (1998)	1/2011	6/2013
7B	Employ Instructional Coaches to support teaching and learning	Properly trained instructional coaches can dramatically impact student learning by facilitating conversations with teachers that improve their practice.	L. Lipton and B. Wellman (2007)	10/2010	6/2013

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7B, 7C	Employ teacher assistants to support instruction and to allow for teacher-to-teacher demonstration lessons and classroom observations	National studies on what distinguishes high-performing, high-poverty schools from their lower-performing counterparts consistently identify effective schoolwide collaborative professional learning as critical to the school's success.	Hirsh, S., National Staff Development Council, (2009)	10/2010	6/2013
7C	Provide funding for masters degree programs to increase the number of teachers qualified to teach dual credit courses	To more successfully recruit and retain effective educations for all students, districts must actively and strategically market their offerings.	Guarino, Santibanez & Daley, (2006); Simmons et al., (2007)	1/2011	6/2013
7B	Utilize the Professional Learning Community structure to encourage collaboration and sharing around teaching and learning	"What a teacher or principal knows has no value, except insofar as it can be used to create or enhance knowledge and skills in others."	R. Elmore, (2008)	9/2010	6/2013
7C	Provide incentives and awards that align with student progress by class, content and grade level following the TAP model	Incentives must be integrated with strong school leadership, professional development, reliable analyses of student performance and strong feedback	Odden & Kelley, (1996), Odden, (2000)	1/2011	6/2013
7B	Utilize videos of classroom instruction to reflect on classroom interactions and to strengthen teaching and learning	"Video appears to be able to capture much of the richness of classroom interactions, and it can be used in contexts that allow teachers time to reflect on these interactions"	Goodwin, C. (1994); Sherin, M., Linsenmeir, K. & van Es.E.A. (2009)	1/2011	6/2013

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Part 3: Intervention Model
Section D: Other Improvement Activities and Timeline (cont.)

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2B	Employ a dropout prevention specialist	A dropout prevention program should employ a variety of effective strategies to address the many risk factors associated with students dropping out of school.	ICF International & National Dropout Prevention Center (2008)	10/2010	6/2013

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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

Dallas ISD Evaluation and Accountability will assign an evaluation specialist to administer, collect, and analyze assessments for each of the specified critical success factors. This evaluation specialist, and other E&A staff as needed, will be responsible for monitoring and analyzing all relevant aspects of the grant implementation. The evaluation specialist will ensure all required data collection is being gathered, both through existing data collections and through data collection process that will be implemented for the grant. Additionally, as future priorities and needs arise, the evaluation specialist will determine with addition data is needed.

The evaluation specialist will also be responsible for analysis of collected data in order to produce interpretable results. This type of analysis will include, but is not limited to, relevant statistical calculations to show effectiveness, qualitative analysis and interpretation of data, and compiling data into concise reports for relevant stakeholders. These reports will include analysis, where relevant, of historical trends of the critical success factors in the campus, current evaluation of the grant implementation, where there has and has not been improvement in the campus, and what changes may be needed for additional improvement. The evaluation specialist will be the main author of these reports, but consult with other E&A staff as needed.

In addition to these monitoring activities, the evaluation specialist will hold regular meetings with the Turnaround Office and relevant campus staff to disseminate information from the evaluation of the grant and help interpret results. The evaluation specialist will also determine what additional information the Turnaround Office needs in order to have a complete and detailed understanding of the grant's implementation and effectiveness, as well as collecting additional data that is need to facilitate improvement. As additional concerns and needs arise, the evaluation specialist will conduct additional evaluations and reports as needed. The E&A department will ensure that the Turnaround Office is getting the needed data and support in order to effectively implement and improve the grant during the grant lifetime.

The campus project managers will provide additional reporting as needed or requested by the Turnaround Office. This could include onsite observation, interview of staff by project managers, and following student academic progress. The Turnaround office will be responsible for all Federal and State reporting of grant implementation and improvement, including evaluations provided by the E&A department. The Turnaround Office will have the responsibility of using evaluations from the E&A evaluation specialist and campus project managers to adjust the grant implementation as needed to ensure continuous improvement.

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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

Dallas ISD Evaluation and Accountability will assign an evaluation specialist to oversee formative evaluation of the grant. The evaluation specialist, in collaboration with relevant E&A staff, will prepare interim and final evaluation reports, including reporting formative evaluation results. E&A evaluation staff will consult with the Turnaround Office Executive Director and relevant program management to interpret results as needed to ensure continuous program improvement.

The formative evaluation of the grant will be based upon measurements of the critical success factors (as listed on Schedule #4B – Part 3), as well as other relevant constructs.

The evaluation specialist will conduct, but is not limited to, the following:
- Observations of campus implementation of critical success factors as needed. This will include but is not limited to observations of school leadership, teachers use of data to drive classroom instruction, professional development activities for teachers, how instructional time has been increased, and parent/community involvement with the school **(Data-driven instruction, School Climate, Teacher and School Effectiveness, Increased Learning Time)**
- Accessing yearly TAKS data, graduation information, AEIS reports, and other relevant measures to assess the trajectory the campus' academic performance **(Academic Performance)**
- Monitoring data access and how data is linked to instruction as needed. This will include monitoring dashboard usage, surveying teachers, and evidence of data use in instruction. **(Increased Data-driven Instruction)**
- Surveys as needed to students, parents, teachers, principals, and other relevant campus staff about the grant implementation and effectiveness (e.g. questioning about campus improvements, teacher effectiveness, access and usefulness of data, usefulness and availability of professional development, changes they have seen, obtaining attendance records, examining the campus' academic calendar, etc.) **(All Critical Success Factors)**
- Interviewing as needed: teachers, Grant project managers, and administration about the grant implementation; using interview questions that will probe into what is working about the grant, what is not working, and what changes or priorities are needed in future implementations.

In conjunction with conducting this formative evaluation, the evaluation specialists will engage in quarterly meetings with the Turnaround Office's Executive Director. The purpose of the meetings will be to give the Director a current assessment of the Grant's implementation, help with interpretation of evaluation results, and determine if additional assessments need to be conducted. The evaluation specialist will hold additional meetings with the Turnaround office and the campus staff as needed.

The evaluation specialists with will work with the Turnaround Office as needed to help identify what aspects of the grant implementation needs improvement, what those improvements should be, and then eventual follow-up to if those improvements are working.

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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 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

Dallas ISD Evaluation and Accountability will assign an evaluation specialist to oversee collection and analysis of data relevant to the model's critical success factors. The evaluation specialist, in collaboration with relevant E&A staff, will prepare interim and final evaluation reports, including process and outcome data. E&A evaluation staff will consult with the Turnaround Office Executive Director and relevant program management to interpret results as needed to ensure continuous program improvement.

Data collection methods will be composed of the following elements:
- The specialist will use district databases to collect demographic and academic data from students at the specified campus. Academic data will include TAKS performance, college-readiness indices, indicators of the student's progress toward graduation, and other relevant measures. Due to previous uses by other departments, this academic information is automatically compiled and uploaded into the district's network, which the specialist will have access to.
- The Evaluation and Accountability department develops and distributes the Classroom and School Effectiveness indices on an annual basis. The campus rates and percentiles will be uploaded into a dataset that the evaluation specialist will have access to.
- The specialists will access the results from the Developmental Assets Profile (DAP) and the DISD Helping Schools Succeed survey, measures given to teachers and students annually. This information is entered into a dataset the evaluation specialist will be able to access.
- A report on MyData Portal and Dashboard (including the CRIS) will be submitted to the evaluation specialist by the technology department monitoring those systems.
- Use tutoring information from the EZSES website to gather information about student tutoring time with a Supplemental Education Services (SES) provider

Data will be disaggregated in the following manner:
- The evaluation specialist will create reports concerning each critical success factor when the relevant data for each measure is collected. Depending on the particular items, the specialist will create these reports on a semester and annual basis.
- The Turnaround Office's Executive Direction and the Campus Project manager, as well as any other relevant stakeholders will have access to upload reports to a district network location that will be accessible.
- As needed, the evaluation specialists will be available to make necessary presentations to relevant stakeholders.

This data collection and disaggregation process will be continual throughout the implementation of the grant, with regular meetings with the Turnaround Office and other stakeholder to make sure the Executive Director and other stakeholders have the most current, accurate data and how that data can be used for improvement. In addition, the evaluation specialist will make sure that E&A is collecting the needed data and, if needed, introduce additional data collection procedures that the Turnaround Office and other stakeholders request.

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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).

The process to be implemented in developing campus performance goals focuses on five major areas:

- An increase in the number of students On-Track to High School Graduation Status
- An increase in students who are College and Career Ready
- An increase in Postsecondary Participation and Success
- An increase in the quality and character of school life
- An increase in Academic Performance

There are four main steps in any assessment process: identifying indicators for each performance goal, establishing performance benchmarks, evaluating performance against those benchmarks, and documenting the results. For each of the performance goals, indicators will be addressed with ensuing performance benchmarks.

To show an increase in the number of students on-track to high school graduation, several academic indicators will be used: (a) attendance, (b) course success (which is made up of the following indicators: grades, course failure, and credit accumulation), and (c) promotion rates. By measuring and keeping track of this information, educators can intervene with students who are struggling and prevent students from falling off track to graduation.

As the transformation effort embraces the goal of college and career readiness for all students, the school will adopt postsecondary readiness measures (ACT has established College Readiness Benchmarks as well as EXPLORE and PLAN assessments as well as SAT scores) to help paint a picture of how well a school is preparing its students for the academic demands of postsecondary education. Additionally, career- and postsecondary-ready coursework is a significant predictor of high school graduation and the greatest predictor of success in college: college-and career-prep courses of study, Algebra II participation, AP/Pre-AP.

Postsecondary participation information is gathered primarily by surveying alumni or using data from postsecondary sources within the state to determine postsecondary institution enrollment and degree completion, military enlistment, and earnings.

Additionally, surveys that address the dimensions of school climate are being developed that look at safety (rules and norms, physical safety, and social and emotional security); teaching and learning (support for learning and social and civic learning); interpersonal relationships (such as respect for diversity, presence of social supports for both adults and students); and the institutional environment (school connectedness/engagement and the physical surroundings).

The process for the Development of Academic Performance Goals will include the following:

Campus Decision-Making Team consisting of 1) principal, 2) campus core content leaders 3) community partners and parents 4) Campus Intervention Team will review data and set both short and long term performance goals

The development of performance Goals will begin with a data dig that includes examining the Campus Data Packet which is prepared by Dallas ISD Data Analysis, Research, and Reporting Services consolidates data from the TAKS, ITBS, Logramos, PEIMS, and AEIS. In addition, the Dallas ISD MyData Portal helps schools to improve their students' academic performance by providing demographic information, curriculum tools, and current and historical data from TAKS, ITBS, and district benchmark assessments. MyData Portal integrates curriculum, instructional best practices, and analyses of assessment results to improve student learning. The NCLB Report Card combines AEIS and AYP information along with district-level reports on the number of Highly Qualified teachers, number of migrant students served per campus, and list of schools in Title I School Improvement. The process will include the use of the Campus Intervention Team Tool (CIT Tool) developed by TEA (2009).

The CIT Tool includes the following process:

Select Performance Area(s) Targeted - From the pull down menu, chose whether performance on state assessments (the Texas Assessment of Knowledge and Skills, or TAKS) or completion / dropout rates is to be targeted.

Select Major Programs to be Targeted -The major program chosen should have been identified through the data analysis and

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Part 2: Process for Development of Performance Goals

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evaluation/needs assessment processes as being a causal or contributing factor for the low performance or a program in need of significant improvement or change. If the performance area targeted is Improved TAKS results, a pull down menu will be available that identifies Curriculum and Assessment, Instruction, Student Support, Culture and Climate, Parents and Community, or Other as major programs that may be targeted. If the performance area identified is Improved Completion / Dropout Rate, a pull down menu will be available that identifies Adult Advocate, Academic Support and Enrichment, Behavior and Social Skills, Personalized Learning Environment, Rigorous and Relevant Instruction, and Other as major programs that may be targeted. Select the major program to be targeted to improve performance in the area(s) of low performance.

Selected Program Components or Systems to be Targeted - A pulldown menu will be available for each major program selected that identifies program components or systems that may have been identified as causal or contributing factors for the low performance, or as being in need of significant improvement or change, as determined through the data analysis and evaluation processes.

Describe the Strategies, Initiatives, or Redesign to be Implemented - Describe the new or redesigned strategies and initiatives in which the LEA or campus will engage in order to improve student performance in the area(s) of low performance.

Determine Evidence of Implementation - Describe the means and methods the campus and CIT or LEA will use to measure the progress toward full implementation of the strategy, initiative, or redesign and the timeline for measurement of progress.

Determine Evidence of Impact- Describe the means and methods the campus and CIT or LEA will use to measure change in student performance as a result of the implementation of the strategy, initiative, or redesign and the timeline for measurement.

Determine Resources Required and Persons Responsible - Describe the resources (human, material, and funding) that will be required to implement the new strategy, initiative, or redesign, and identify the person(s) responsible for ensuring successful implementation.

Determine Use of State Compensatory Education (SCE) or High School Allotment Funds - If, under the requirements of the TEC §29.918 and Texas Administrative Code (TAC) §89.1701 related to the mandatory development of a dropout prevention plan the campus or LEA will use SCE or High School Allotment funds to implement this activity, type YES in the column cell. If these funding sources will not be used, type NO in the column cell.

After developing the performance goals the **Campus Decision-Making Team** will present the performance goals to the community at large to solicit questions and/or concerns before finalizing the final performance goals.

As performance goals are set the district's Turnaround Office will facilitate and monitor the process.

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Adjustments and/or annotations made on this page have been confirmed with *C. Chernooky*	**TEXAS EDUCATION AGENCY** Standard Application System (SAS)	**057905** County-District No.
by telephone/e-mail/FAX on *8/31/10* by *S. Sheehan* of TEA.	**School Years 2010-2013**	_____ Amendment No.

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS (% meeting Standards)	82%	85	90	95
2	Improve Student Achievement in Mathematics	TAKS (% meeting Standards)	64	70	80	90
3	Graduation	District Database - % Graduating	41.10 (2008)	Not Rated	70	90
4	Progression during the year toward TAKS mastery	Dallas ISD Assessment of Course Performance results (% passing)	Eng II 72%, Alg I 51%, Bio 77%	Eng II 80, Alg I 70, Bio 85	Eng II 90%, Alg I 80%, Bio 90%	Eng II 95%, Alg I 90%, Bio 95%
5	Number of dual credit courses	Registrar records	0 currently	10 courses	25 courses	40 courses

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	Usage of student information systems by principals and CILT members	Dallas ISD Dashboard Usage Tracking	7 days/ semester	10 days/ sem	12 days/ sem	15 days/ sem
2	Usage of student academic and demographic information by teachers	Dallas ISD MyData Portal usage tracking – avg. per teacher	10 log-ins/ teacher/6 weeks	20 log-ins per teacher per 6 wks	30 log-ins per teacher per 6 wks	50 log-ins per teacher per 6 weeks
3	Teacher reports of use of data sources to modify instruction	Dallas ISD Teacher Use of Data survey – to be developed	DNA	40% w/ high rating of using data	70% w/ high rating of using data	100%
4	9th graders at risk receive intervention	9th Grade/10th Grade on track ratio	DNA	5:4	3:2	2:1
5						

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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	District evaluation of school leadership	School Effectiveness Indices	51.22 (60th percentile among H.S.s)	55	60	70
2	Teacher Evaluation of School Leadership	Dallas Helping Schools Succeed Survey – School Leadership scale	37.75% w/ high ratings or principal	38% w/ high rating	50% w/ high rating	70% w/ high rating
3						
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Extension of school day	Registrar records	175 days	90 hrs added	145 hrs added	180 hrs added
2	Summer school programs at the school	Registrar records	2 programs	4 programs	6 programs	7 programs
3	Supplemental Education Services Tutoring Time	EZSES database – record of tutoring hours	9706.67 hours (avg 12.29 per enrolled student)	10,000 hrs	10,500 hrs	11,000 hrs
4						
5						

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Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Student evaluation of parent/community involvement	Developmental Assets Profile – Support Scale	DNA	20% rated as having this asset	30% rated as having this asset	45% rated as having this asset
2	Teacher evaluations of parent involvement	DISD Helping Schools Succeed Survey – Parent Inv. scale	13% gave parents high rating of involvement	13%	18%	25%
3	Evaluation of parent support and level of support with school	DISD Parent Survey – to be developed	DNA	10% of parents rated as involved w/ sch.	20% of parents rated as involved w/ sch.	40% of parents rated as involved w/ sch.

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	Teacher Evaluation of School Climate	DISD Helping Schools Succeed Survey Climate scale	37% w/ high rating of school climate	39%	50%	85%
2	Student Evaluation of School Climate	Developmental Assets Profile – Sch. Climate Scale	DNA	20% rated as having this asset	35% rated as having this asset	50% rated as having this asset
3	Number of absences	Registrar records/Dallas ISD Chancery System	7259 (avg. of 11.34 per student)	8 per student	4 per student	2 per student
4	Discipline	Disciplinary Referral Records - #	376 violations	300	200	100
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	District assessment of teacher ability	Classroom Effectiveness Indices – Percentile rank	ELA – 44.82 Math – 53.89 Sci. – 50.42	ELA 47 Math 55 Sci 53	ELA 50 Math 55 Sci 55	ELA 55 Math 56 Sci 55
2	Teacher peer evaluation	DISD Helping Schools Succeed Survey – School Workplace scale	55% rate peer teachers as effective	55%	70%	90%
3						
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.	☐	☐	☐

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

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

Barrier: Gang-Related Activities

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

Barrier: Drug-Related Activities

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

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

Barrier: Drug-Related Activities (cont.)

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

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	☐	☐	☒
H99	Other (Specify)	☐	☐	☐

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Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Barrier: Shortage of Qualified Personnel

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

Barrier: Lack of Knowledge Regarding Program Benefits

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

Barrier: Lack of Transportation to Program Activities

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

Barrier: Other Barrier

#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier: Other Strategy:	☐	☐	☐

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Schedule #5—Program Budget Summary*

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

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

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

Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	$3,908,808	$175,000		4,083,808
Professional and Contracted Services	5C	6200	569,000			569,000
Supplies and Materials	5D	6300	181,681			181,681
Other Operating Costs	5E	6400	~~239,405~~ $241,905		2,500	241,905
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/ 15XX	44,220			44,220
	Total Direct Costs		$4,945,614 ~~4,943,114~~	175,000	2,500	5,120,614
	1.923% Indirect Costs		/////	85,295		85,295

Grand Total

Total Budgeted Costs:	$4,943,114	$260,295	$2,500	$5,205,909

Administrative Cost Calculation

Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	$5,205,909
Multiply by (5% limit)	X 5%
Enter Maximum Allowable for Administration, including Indirect Costs	$260,295

*An LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the amount of those non-Federal funds.

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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 $1,735,303

Year 2: SY 2011-2012 $1,735,303 *

Year 3: SY 2012-2013 $1,735,303 *

* 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

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Schedule #5B—Payroll Costs (6100)

Budgeted Costs

	Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher (187/193 Contract Days)	Additional teachers for double-blocked math and science classes; additional teachers for TAKS preparation	5			$780,015.00 (based on step 9 $52,001)
2	Math Instructional Coach (226 Contract Days)	To assist in developing the content knowledge and instructional expertise of math teachers	1			$192,165.00 (based on Step 9 Master's Degree $64,055.00)
3	Master Teacher (187/193 Contract Days/Master's Degree)	*Master Teachers* as prescribed by the TAP program to assist with the professional growth and development program.	4			$636,012.00 (Based on Step 9 Master's Degree $53,001.00)
Program Management and Administration						
4	Transformation Leader (Shepherd)	Oversee TTIPS Grant	.5 (yr 1) .3 (yrs 2-3)			$175,000.00
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker	Social Service Student Advisor	1			$187,662.00
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
Other Employee Positions						
22	Title: Campus Program Coordinator (Step 9 Master's Degree/226 Contract Days)		1			$192,165.00
24	Title: Dropout Prevention & Recovery Liaison (Pay Grade 20/217 Contract Days/Step 20 $39,866.00)		3			$358,794.00
25	Title:					
26		**Subtotal Employee Costs**				$2,521,813.00
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay (Teacher professional development during instructional time)				$10,000.00
28a	6119	Extra-Duty Pay - AVID Stipends				$77,763
28b		Extra-Duty Pay - Incentive pay for TAP performance				612,000
28c		Extra-Duty Pay - Stipends for master/mentor teachers (TAP Program) (estimated 4 master teachers @ $4,000/year and 6 mentor teachers $2,000/year)				84,000
28d		Extra-duty pay - professional development and extra-curricular and extended day programs for student engagement and achievement				352,293
29	6121	Support Staff Extra-Duty Pay (staff to work extended hours during summer programs/tutorials)				$20,000.00
30	6140	Employee Benefits				$405,939.00
31		**Subtotal Substitute, Extra-Duty, Benefits Costs**				$1,561,995.00
32		**Grand Total Payroll Budget (line 26 + line 31)**				$4,083,808.00

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on this page have been confirmed with
C.Chernosky
by telephone/e-mail/FAX on _8/31_
by _____ of TEA.

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

	Expense Item Description	Pre-Award	Total Amount Budgeted
621 2	Audit Costs (other than audits required under OMB Circular A-133)	$	$
	Specify purpose		
626 9	Rental or Lease of Buildings, Space in Buildings, or Land		
	Specify purpose and provide calculation:		
629 9	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)		
	Specify purpose:		
629 9	Scholarships and Fellowships (not allowed for nonprofit charter schools)		
	Specify purpose:		
Subtotal			
	6200 – Professional and Contracted Services Cost Requiring Specific Approval		

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

#	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):
Provide students with a **College Access Program** to prevent low-income students from dropping out of high school, help students prepare for college, assist students with navigating the college entrance requirements and financial aid processes, equip students with skills needed to complete college, and help student negotiate the public and private scholarship opportunities to pay for college.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		$200,000.00		$200,000.00
Title: College Preparation Consultants				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		$200,000.00		$200,000.00

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by telephone/e-mail/FAX on 09/10/10 by *S. Shuhan* of TEA.	School Years 2010-2013	Amendment No.

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

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

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

Texas Teacher Advancement Program (TAP)– This professional growth and development program provides an alternative evaluation system to the state Professional Development and Appraisal System (PDAS) for educators. The program will provide services for the program's implementation, master and mentor teacher training and support, software installation and user licenses for Innovative Architects (CODE), pay performance funding criteria, and mentor and master teacher salary augmentation.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				
Title: Program Cost for TAP ($2,000.00/year software updates, $10,000.00/year training and support)				
Subgrants, Subcontracts, Subcontracted Services		$30,000.00		$30,000.00
Supplies and Materials		$6,000.00		$6,000.00
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		$36,000.000		$36,000.000

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

Curriculum Alignment - Research-based overview of the relationship between the state curriculum, the Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs), and the Texas Assessment of Knowledge and Skills (TAKS) in Reading, Mathematics, Science, and Social Studies, Grades K-12.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		$45,000.00		$45,000.00
Title: Trainer				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		$45,000.00		$45,000.00

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

SIRC required activities/materials (900 students @ $180 each)

		Total Contracted Amount	Pre-Award	Total Amount Budgeted
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		$162,000.00		$162,000.00
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost				
Subtotal: Professional and Consulting Services Greater Than or Equal to $10,000:		$443,000.00		$443,000.00

	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			
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:	$443,000.00		$443,000.00
Remaining 6200- Professional and Contracted Services that do not require specific approval: ($90,000 Internal service fund evaluation*, $21,000 internal service fund graphics/printing*, $5,000 other printing costs, $10,000 Dallas County bus transportation). *Internal service fund payments are made to district departments: Evaluation and Accountability Department and Graphics Department.	$126,000.00		$126,000.00
Grand Total:	$569,000.00		$569,000.00

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

	Expense Item Description			Pre-Award	Total Budgeted
	Technology Hardware- Not Capitalized				
6399	#	Type	Purpose	Quantity	
	1				
	2				
	3				
	4				
	5				
6399	Technology Software- Not Capitalized for online/distance learning (software to support core academic areas and 2010 Microsoft Office Pro/Installation CD and Site Licenses = $51.99 x 120 teachers and 1 CD @ $24.00 = $6,262.80)				$16,263
6399	Supplies and Materials Associated with Advisory Council or Committee				6,000
	Total Supplies and Materials Requiring Specific Approval:				$22,263
Remaining 6300- Supplies and Materials that do not require specific approval: (paper, cartridges, journals, building maintenance, supplementary textbooks, college prep material, flash drives, workbooks, dual credit textbooks, AVID supplies = $6,174 over 3 years, other instructional technology: Infocus machines (25), teacher laptops w/ accessories (10), laser printer (1), Smart Boards (25) = $76,257.00, classroom instructional equipment: whiteboards (15) and teacher desks (10) = $16,000.00)					$159,418
			Grand Total		$181,681

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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)		$2,500.00	~~$50,000.00~~ $52,500
	Specify purpose:	Professional development, workshops, TTIPS professional training, National Staff Development Council NSDC Summer Conference)		
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Conferences, Student Competitions			$20,000.00
	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)			$3,000.00
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants)			$20,000.00
	Specify name and purpose of organization:	National Academy Foundation (NAF) and the Middle College National Consortium (MCNC)		
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)			
	Specify purpose:			
Total 64XX- Operating Costs Requiring specific approval:				$93,000.00
Remaining 6400 – Other Operating Costs that do not require specific approval: (travel, transportation/buses, other expenses, parent involvement, positive behavior supports $4,000/year, AVID travel expenses = $36,585 over 3 years)				$146,405.00
Grand Total			$2,500.00	~~$239,405.00~~ $241,905

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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	Library books/reference books (737 students x $20 x 3 yrs)				$44,220
	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					
Grand Total					
	Total 6600/15XX- Capital Outlay Costs:				$44,220

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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.

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SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	057905 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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SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	RFA 701-10-112 057905 County-District No.

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L. Financial Management and Accounting: Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).

M. Expenditure Reports: Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.

N. Refunds Due to TEA: If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.

O. Records Retention: Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.

Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.

P. Time and Effort Recordkeeping: For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.

Q. Forms, Assurances, and Reports: Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.

R. Intellectual Property Ownership: Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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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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| SCHEDULE #6A – cont. | TEXAS EDUCATION AGENCY | |
| GENERAL PROVISIONS & ASSURANCES | Standard Application System School Years 2010-2013 | 057905 County-District No. |

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5. the **Age Discrimination Act of 1975,** as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;

6. the **Family Educational Rights and Privacy Act (FERPA) of 1975,** as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students (**34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);

7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);

8. **Pro-Children Act of 2001,** which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)].

9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.**), as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.

10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding $2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).

11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.

12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

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

DD. General Education Provisions Act (GEPA), as Amended, Applicable to All Federal Programs Funded or Administered Through or By the U. S. Department of Education:
1. **Participation in Planning:** Applicant will provide reasonable opportunities for the participation by teachers, parents, and other interested parties, organizations, and individuals in the planning for and operation of each program described in this application (20 USC 1232(e)).

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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).

3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).

4. **Prohibition of Funds for Busing**: The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).

5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].

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

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

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

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

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

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

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

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

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

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

Rev. 03/2010

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

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

Terms defined: As used in these Provisions and Assurances

- "Covered Transaction"— A transaction under Federal non-procurement programs, which can be either a primary covered transaction or a lower tier covered transaction.
- "Lower Tier Covered Transaction"— (1) Any transaction between a participant and a person other than a procurement contract for goods or services, regardless of type, under a primary covered transaction; (2) Any procurement contract for goods or services between a participant and a person, regardless of type, expected to equal or exceed the Federal procurement small purchase threshold of $25,000; (3) Any procurement contract for goods or services between a participant and a person under a covered transaction, regardless of amount.
- "Participant"– Any person who submits a proposal for, enters into, or reasonably may be expected to enter into a covered transaction, including an agent or representative of another participant.
- "Principal"— An officer, director, owner, partner, principal investigator, or other person within a participant with management or supervisory responsibilities related to a covered transaction; or a consultant or other person, whether or not employed by the participant or paid with Federal funds, who (1) is in a position to handle Federal funds; (2) is in a position to influence or control the use of those funds; or (3) occupies a technical or professional position capable of substantially influencing the development or outcome of an activity required to perform the covered transaction.
- "Excluded Parties List System (EPLS)"— The list maintained and disseminated by the General Services Administration (GSA) containing names and other information about persons who are ineligible.
- "Debarment"— Action taken by a debarring official (Federal agency) to exclude a person (recipient) from participating in covered transactions.
- "Suspension"— An action taken that immediately prohibits a person from participating in covered transactions for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue.
- "Ineligible" generally refers to a person who is either excluded or disqualified.
- "Person"— Any individual, corporation, partnership, association, unit of government or legal entity, however organized, except: foreign governments or foreign governmental entities, public international organizations, foreign government owned (in whole or in part) or controlled entities, and entities consisting wholly or partially of foreign governments or foreign governmental entities.
- "Proposal"—A solicited or unsolicited bid, application, request, invitation to consider or similar communication by or on behalf of a person seeking to participate or to receive a benefit, directly or indirectly, in or under a covered transaction.
- "Voluntarily Excluded"—A status of nonparticipation or limited participation in covered transactions assumed by a person pursuant to the terms of a settlement.

1. By signing SAS Schedule #1 and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction", "debarred", "suspended", "ineligible", "lower tier covered transaction", "participant", " person", "primary covered transaction", " principal", "proposal", and "voluntarily excluded", as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

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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.

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SCHEDULE #6C.	TEXAS EDUCATION AGENCY	
	Standard Application System	
Lobbying Certification	**School Years 2010-2013**	057905
	Required for all federally funded grants greater than $100,000.	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   11/89
As amended by the Texas Education Agency   03/90

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

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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].

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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).

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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.

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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 an assessments;
   (M) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
   (N) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement with the findings of the evaluations used to improve the quality of professional development;
   (O) provide instruction in methods of teaching children with special needs;
   (P) include instruction in the use of data and assessments to inform and instruct classroom practice;
   (Q) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
   (R) may include activities that:
   (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
   (ii) create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under Title I Part A) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
   (iii) provide follow-up training to teachers who have participated in activities described previously in this definition that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

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

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(iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

1) The LEA must demonstrate that the LEA has analyzed the needs of each school and selected an intervention for each school.

2) The LEA must demonstrate that it has the capacity to use these grant funds to provide adequate resources and related support to each Tier campus identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

3) If the LEA is not applying to serve each Tier I school (through a separate application for each campus), the LEA must explain why it lacks capacity to serve each Tier I school.

4) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final federal requirements, including the services the campus will receive or the activities the campus will implement.

5) The LEA must describe actions it has taken, or will take, to recruit, screen, and select external providers, if applicable, to ensure their quality.

6) The LEA must describe actions it has taken, or will take, to align other resources with the interventions.

7) The LEA must describe actions it has taken, or will take, to modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively.

8) The LEA must describe actions it has taken, or will take, to sustain the reforms after the funding period ends.

9) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.

10) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

11) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models on its campus.

12) Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.

13) Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.

14) Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.

15) Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.

16) Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.

17) If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.

   a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;

   b. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
      1. Screen all existing staff and rehire no more than 50 percent; and
      2. Select new staff.

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

   d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

   e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a

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

f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;

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

h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

i. Provide appropriate social-emotional and community-oriented services and supports for students.

18) If the LEA/campus selects to implement the **turnaround model**, the campus **may** implement the following federal requirements.

    1. Any of the required and permissible activities under the transformation model; or

    2. A new school model (e.g., themed, dual language academy).

19) If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement.

    a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

    b. A grant for school closure is a one-year grant without the possibility of continued funding.

20) If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements.

    a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

    b. Enroll, within the grades it serves, any former student who wishes to attend the school.

21) If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.

    1. Develop and increase teacher and school leader effectiveness.

        (A) Replace the principal who led the school prior to commencement of the transformation model;

        (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

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

            (2) Are designed and developed with teacher and principal involvement;

        (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

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

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

    2. Comprehensive instructional reform strategies.

        (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

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

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individual students.

3. Increasing learning time and creating community-oriented schools.
   - (A) Establish schedules and strategies that provide increased learning time; and
   - (B) Provide ongoing mechanisms for family and community engagement.
4. Providing operational flexibility and sustained support.
   - (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
   - (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

22) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
   - (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
   - (B) Institute a system for measuring changes in instructional practices resulting from professional development; or
   - (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

23) An LEA **may** also implement comprehensive instructional reform strategies, such as--
   - (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
   - (B) Implement a schoolwide "response-to-intervention" model;
   - (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
   - (D) Use and integrate technology-based supports and interventions as part of the instructional program; and
   - (E) In secondary schools--
      - (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
      - (2) Improve student transition from middle to high school through summer transition programs or freshman academies;
      - (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
      - (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

24) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--

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

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

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

      (D)   Expand the school program to offer full-day kindergarten or pre-kindergarten.

25)   The LEA **may** also implement other strategies for providing operational flexibility and intensive support, such as--

      (A)   Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

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

Statutory Program Assurances

1) Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.

2) Applicant provides assurance that it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.

3) Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.

4) Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.

5) Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.

6) Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

TEA Program Assurances

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798

      a. The Model Selection and Description Report must be submitted to TEA no later than **February 1, 2011**. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:

            i. Comprehensive Needs Assessment process.

            ii. Establish the grant budget by the required categories.

            iii. Identification and Selection of the intervention model.

            iv. Development of activities to implement selected intervention model.

            v. Development of Timeline of Grant Activities.

2) The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.

3) The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.

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4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.

5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.

6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.

7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.

8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.

9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will it implement the following federal requirements.

　1. Develop and increase teacher and school leader effectiveness.

　　A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.

　　B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

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

　　D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:

　　　　1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

　　　　2. Are designed and developed and with teacher and principal involvement

　2. Comprehensive instructional reform strategies.

　　A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

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

　3. Increasing learning time and creating community-oriented schools.

　　A. Establish schedules and strategies that provide increased learning time; and

　　B. Provide ongoing mechanisms for family and community engagement.

　4. Providing operational flexibility and sustained support.

　　A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

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

11) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

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

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

For grants that equal less than $25,000 in total grant award amount or for grantees that in the previous tax year had gross income under $300,000, amounts will be reported in the aggregate according to the following:
   a. The total number of grants awarded less than $25,000 (TEA will have this information file)
   b. The total award (aggregate) amount for all grants less than $25,000 (TEA will have this information on file)
   c. The total (aggregate) amount paid to grantees for all grants less than $25,000 as of date of report (TEA will have this information on file)

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

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

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

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

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

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

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

4. **Access of Offices of Inspector General to Certain Records and Employees**: With respect to each contract or grant awarded using ARRA funds, any representative of an Inspector General of the U.S. Department of Education or other appropriate federal agency is authorized to examine any records of the contractor or grantee, any of its subcontractors or subgrantees, or any State or local agency administering such contract, that pertain to, and involve transactions relating to, the contract, subcontract, grant, or subgrant, and to interview any officer or employee of the contractor, grantee, subgrantee, or agency regarding such transactions (Section 1515).

5. **Recovery Accountability and Transparency Board:** Section 1521 of the ARRA establishes the Recovery Accountability and Transparency Board to coordinate and conduct oversight of ARRA funds to prevent fraud, waste, and abuse. The Board shall submit "flash reports" on potential management and funding problems that require immediate attention; quarterly reports; and annual reports to the President and Congress, including the Committees on Appropriations of the Senate and House of Representatives, summarizing the findings on the use of ARRA funds. The Board may conduct its own independent audits and reviews of ARRA funds. All reports shall be made publicly available on the www.recovery.gov website established by the Board. See paragraphs J and K below with regard to reports of suspected fraud or abuse (Sections 1523 and 1524).

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

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

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

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

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

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

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

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

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

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

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

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

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

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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	Using the TAKS results data from 2009, we show that there was a substantial increase in all student groups with the overall passing rate 62.8%, slightly higher than the district average (61.7%). LEP, African American, and At-Risk students showed the most gains. Male students scored less than the female students in grade 9. The total score for all students was 1.1% higher than the District average. Commended rates increased overall in the ALL category with a total commended rate of 13.9%

	B	Using the TAKS results ₇ ₍a from 2009, we show that there wᵢ ₃ substantial increase in all student groups with the overall passing rate of 81.6%. This increase was slightly below the district average of 84.9%. Hispanic (83.6%), Economically Disadvantaged (81.9%), and At-Risk (79.5%) students were the sub populations with the highest passing rates. The lowest passing rate was with our Special Education students (62.2%), showing a growth rate of 41.4% over the previous year.
	C	Although Science data are not available for Spring 2009 (due to school reorganization and restructuring) historically, this has been an area of critical concern. We need to be proactive in our science classrooms by: utilizing the expertise of an instructional coach to improve the quality of instruction, ensuring that teachers use the district curriculum planning guides to provide rigorous lesson design, providing a minimum of 40% instructional time for hands-on and/or lab activities

2. Increase the Use of Quality Data to Drive Instruction

Milestones	A	Student performance data needs to be used to determine student growth and development. Teacher PDAS evaluations are also used to determine professional development sessions. The Administrative team and Campus Instructional Leadership Team (CILT) study the collected data and determine what professional developments are needed. Teachers are also given the opportunity to state what type of training they need in order to be successful in the classroom.
	B	ELL training needs to be ongoing with the Instructional Coach. Kilgo information needs to be used consistently during the PLC data analysis and instructional planning. The campus also needs to have teachers who are more skilled with varying resources and strategies to support student academic goals, including increased leadership capacity. Therefore, the principal needs to recommend candidates for the Leadership Initiative for Teachers (LIFT). (Character Count)
	C	The campus needs to ensure differentiated instruction, hands-on manipulatives, and additional supplemental resources tied to district curriculum are provided to meet the needs of all students served to ensure maximum engagement and learning opportunities. Classroom instruction needs to be assessed based on student needs and also District requirements; assessments need to reflect Campus, District, and State expectations.

3. Increase Leadership Effectiveness

Milestones	A	The campus needs to utilize the experience of district support through instructional coaches, and resources. However, the local campus principal does not have the opportunity to select these support personnel, as district personnel assign them to the campus. Campus historical data, particularly in the areas of math and science, indicate a need for extended instructional time. The master schedule includes double-blocked math for all 9th grade students and double-blocked math and science grade 10.
	B	Our campus (even as an academically acceptable campus in need of extra resources to provide lower teacher-student ratios) is staffed using a formula as all comprehensive high school campuses are. Classroom supplies are sacrificed in order to reserve funding to pay for these instructors.
	C	

4. Increase Learning Time

Milestones	A	Student data indicate a need for extended time to be provided for students who are performing poorly through tutorials, Saturday school, and recommendation for summer school. Extra duty pay is needed to compensate staff for this extra time. With regard to development of school decision making and policy development, staff and community have numerous opportunities for input: FAC, SBDM, CILT, PLC's, as well as the principal's open-door policy.
	B	Teachers also have input in development of common assessments used to evaluate student performance through PLC's. It is difficult to assess student, parent, and community perceptions of the school because the response rate to the school report card survey did not meet the minimum requirements for reporting.
	C	

5. Increase Parent / Community Involvement		
Milestones	A	Families and community members need to be involved in school decisions through the involvement in the PTA as well as the SBDM committee. Additionally, assessment data indicate that Spruce High School needs increased parent involvement in supporting academic and social success. Spruce will hold curriculum nights with a focus on math and science. Additionally, parent classes will be conducted monthly with topics such as helping with homework to communicating with their teens.
	B	Families frequently need referrals to outside agencies such as the Youth and Family Center, which is located on campus and provides counseling and medical services. These services deal with everything from substance abuse issues to anger management issues. Due to our high number of Spanish-speaking parents, Spruce needs to ensure that communication is provided in their native language. We have some bilingual staff members that are used to assist with these communications through translations
	C	Our meetings and workshops are done in both languages as well. Course failure rates indicate a need for a credit recovery program, such as the Reconnection Center. The Reconnection center will serve overage students and those who require credit recovery. (Character Count)
6. Improve School Climate		
Milestones	A	It is difficult to assess student, parent, and community perceptions of the school because the response rate to the school report card survey did not meet the minimum requirements for reporting. This alone indicates a need to increase parent engagement. However, comments made by parents and alumni indicate that they are pleased with current improvements.
	B	Extra duty pay is needed for staff, so that they can engage in home visits, verification of addresses and phone numbers, providing parent education programs (personal growth opportunities and academic support for their children), SBDM and PTA, as well as referrals to outside agencies can be improved.
	C	In an effort to increase student achievement, parents need to be invited to participate in family curriculum nights in the areas of math and science.
7. Increase Teacher Quality		
Milestones	A	The staff at our campus is 100% highly qualified. The 2009 TAKS (grade 9) performance increases indicate general academic effectiveness of ELA and Math instructors. Further, ACP data indicate that our teachers generally performed as well or better than their colleagues across the district. Job Fairs and networking are tools used to recruit highly qualified and effective staff. Additionally, our campus is considered a Hard-to-Staff school due to historically low academic performance.
	B	Therefore, core teachers with adequate CEI's receive financial incentives for teaching here. While the incentives are effective in attracting core content teachers, other teachers who have a significant impact on student achievement data are not eligible.
	C	According to the 2008-2009 School Scorecards, the staff attendance rate was 91% and the retention rate was 25% (due to restructuring of campus during the summer prior to the 2008-2009 school year). Our new teachers need a mentor teacher who will provide support throughout the year. Mentors need additional training to help support the new teachers.
Other Identified Needs (not listed above)		
	A	We need additional technology for many classes; the Spruce staff utilizes INFOCUS projectors, Smart Boards (limited supply), laptops, desktops, and ELMO projectors. The proficiency for the staff and students is at an intermediate level. The staff needs more training in order to use technology in all areas of the curriculum.
	B	Students need more opportunities for real world applications utilizing technology. The District network is very slow and provides many barriers for instruction and basic administrative duties

	for teachers and staff.

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	20%
Increase the Use of Quality Date to Drive Instruction	14%
Increase Leadership Effectiveness	15%
Increase Learning Time	15%
Increase Parent / Community Involvement	7%
Improve School Climate	7%
Increase Teacher Quality	15%
Other Remaining Costs	7%
Enter the percent of the State or Local Funds budgeted for each of the following categories in support of this grant program. *Note: Matching State or Local Funds are not required. If none, enter "0" on each line.*	
Improve Academic Performance	0%
Increase the Use of Quality Date to Drive Instruction	0%
Increase Leadership Effectiveness	0%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	0%
Increase Teacher Quality	0%
Other Remaining Costs	0%

Part 3: Intervention Model
☒ Transformation
☒ TEA Approved Model with technical assistance provided by the School Improvement Resource Center ☐ The LEA will implement its own intervention design, within the parameters required by the final regulations released by USDE
Intervention Description –Describe the intervention model selected and how it will be implemented consistent with the final regulations released by USDE for this grant program. Include all major activities of the model. Responses are limited to *eight pages*, 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.

The principal was selected July 14, 2008. The campus is being led by a principal with highly capable leadership; with a track record of school improvement success and/or leading the campus toward positive data trend lines. This principal has been granted some autonomy with staffing, selecting and using core instructional resources, professional development, and flexibility in the use of consultants.

There is tangible evidence that allowing these principals an opportunity to stabilize their learning community will bring about sustained improvement.

*The Tier I schools not selected are on a trajectory of improved student achievement, as evidenced by:

☐ Increasing TAKS scores at the passing and college ready levels

☐ Increasing graduation rates

*Source: Multi-Year History for 2006-2009

Performance Reporting

Texas Education Agency

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;

Increase Leadership Effectiveness Objective:

• Provide structures, supports, and professional development that provide and create optimal conditions for the school transformation effort.

Within this objective, activities will be developed that facilitate campus leaders to become effective "change" agents. Campus leaders will communicate the message of change, collect and act on the data, seek quick wins, discontinue failing strategies, and provide optimum conditions for the decision-making to transform educational strategies and practices on the campus.

Increase Teacher Quality Objectives:

• Design and develop a teacher evaluation system that differentiates effective from ineffective teachers and includes student achievement growth as a major factor in teacher evaluation along with a professional compensation system based on multiple measures of teacher effectiveness (Teacher Advancement Program (TAP))

• Create a team of teacher leaders or coaches who have scheduled time to offer individualized, in-class guidance to teachers, provide rigorous evaluations, conduct weekly job-embedded professional development, and work on school improvement planning

These two objectives will focus on establishing a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff as well as providing rigorous staff development.

Evaluating staff will require the development of a variety of valid and reliable tools to evaluate teacher skills and knowledge as well as include student outcomes within the evaluation. Additionally, training will be provided to those conducting the evaluations to ensure that they follow a set of standardized procedures and are documented.

Creating a system for making monetary and non-monetary awards that is transparent and fair using valid data on whether performance indicators have been met or not met will be one of the most challenging aspects of this objective. Finally, setting clear goals and measures for employees' performance is critical before exit points for employees either to voluntarily or involuntarily make an exit from the school is established.

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;

Administrator Compensation

TAP includes principals and other building administrators (i.e., assistant and/or vice principals) in the overall performance compensation system as used for TAP teachers, though TAP promotes the use of additional measures that are determined necessary and appropriate for the performance accountability of school leadership. In most cases, the structure of performance pay for building administrators is determined at the local level.

The majority of current TAP schools are using a performance compensation system for principals. The most commonly used measures to determine performance bonuses are school-wide student achievement gains (as measured by value-added analysis) and TAP implementation (as measured by TAP School Review scores).

Additionally, National Institute for Excellence in Teaching (NIET) is presently developing a more formalized administrator compensation system through a Teacher Incentive Fund (TIF) grant with the Consortium of Algiers Charter Schools in New Orleans, Louisiana. In general, this system will include: 1) administrator-specific training and development focused on TAP implementation as well as general school leadership, 2) a performance evaluation instrument and 3) a new comprehensive compensation system based on multiple measures, including student achievement gains.

 TAP™ changes the current pay system by providing additional compensation to teachers based on new roles and responsibilities, their accomplishments in the classroom and the performance of their students. The system also encourages districts to offer additional compensation to those who teach in "hard-to-staff" subjects and schools. As a result, teacher salaries are determined by more than years of teaching experience and professional development credits.

Salary augmentations are given to master and mentor teachers because these teachers take on more responsibility and authority, and work a longer school year than the typical classroom teacher.

All teachers in TAP schools are eligible for financial awards based upon the average of the scores they earn on multiple evaluations of their classroom teaching, as well as their classroom-level achievement growth and school-level achievement growth, both of which are measured using a value-added model.

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

Unlike the traditional model of professional development that is common in most schools, TAP™ provides teachers with a system of professional development that is ongoing, job-embedded, collaborative, student centered and led by expert instructors. TAP restructures the school schedule to provide time during the regular school day for teachers to meet, learn, plan, mentor and share with other teachers. This common time allows teachers to

constantly improve the quality of t.. .r instruction and hence, increase their st   ints' academic achievement. Further, teachers learn new instructional strategies and have greater opportunities to collaborate, both of which enable them to become more effective teachers.

Ongoing Applied Professional Growth in TAP schools focuses on identified needs based on instructional issues that specific teachers face with specific students. Teachers use data to target these areas of need, instead of trying to implement the latest fad in professional development.

TAP professional growth includes cluster groups, individual coaching and classroom-based support.

Cluster groups meet for one to two hours weekly during contract time in grade-alike or subject-alike groups. Clusters are led by expert instructors in the school — the master and/or mentor teachers — and their activities are focused on instructional practices as determined by student needs.

Further, the TAP career path establishes a structure where master and mentor teachers provide ongoing classroom-based support. This includes team teaching, conducting classroom demonstration lessons, coaching, giving regular feedback on specific teaching and learning innovations and conducting evaluations and post-conferences.

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.

TAP™ allows teachers to pursue a variety of positions throughout their careers — career, mentor and master teacher — depending upon their interests, abilities and accomplishments. As teachers move up the ranks, their qualifications, roles and responsibilities increase — and so does their compensation. This allows good teachers to advance professionally without having to leave the classroom. It also creates expert teacher leaders within schools to provide support to other teachers.

Master and mentor teachers are chosen through a competitive, rigorous, performance-based selection process. Master and mentor teachers must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They take on additional responsibilities and authority, and are required to have a longer work year. Master and mentor teachers are held to a different performance standard than the career teachers in their school, and are compensated accordingly.

Along with the principal, master and mentor teachers are part of the school's TAP Leadership Team and are responsible for setting specific annual student learning goals. They oversee all TAP activities aimed at meeting these goals including extensive group and individual coaching and support. Masters and mentors, along with the principal, also conduct teacher evaluations that are tied to teacher performance awards. TAP provides training and certification services to prepare principals, masters and mentors to conduct professional growth activities and teacher evaluations effectively.

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

Improve Academic Performance Objectives:

- Increase rigor by offering opportunities for all students to enroll in advanced coursework, dual credit programs, and thematic pathways/academies that prepare students for college and careers

- Improve student transition from middle to high school through summer transition programs

- 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 limited English proficient student acquire language skills to master academic content

- Establish technology-based supports and interventions as part of the instructional program

- Increase graduation rates through a variety of strategies addressing academic, discipline, and

attendance

Finally, if students are to demonstrate proficiency on state examinations, cognitive demand and classroom content must align to standards and assessments. For teachers to identify and activate the explicit connections between instruction and standards is a key ingredient for improved student performance. Teachers must be involved in the process of making those alignments and receiving the job-embedded professional development that follows the identification of those alignments.

By addressing the issue of improve academic performance, students will have an incentive to attend school and have a purpose or meaning for being in school, thereby increasing graduation rates along with cognitive and behavioral growth.

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.

Increase the Use of Quality Data to Drive Instruction Objective:

• Use data to continuously identify and implement instructional programs and strategies that are research-based and aligned with state academic standards

The data systems should allow for the collection, interpretation, and use of student data. A screening system should be used at the beginning, middle, and end of year to identify students who are academically on-tract and those who are at-risk for difficulties in key critical content areas. A critical aspect of this objective is to use formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding.

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

We are planning to add three hours to lengthen the school day. Transportation will be provided to students who ride the school bus on a regular basis. One hour classes will be added on Monday, Tuesday, and Thursday starting at 3:45 and end at 4:50 p.m. The beginning of the school day has added an extra 15 minutes daily and classes will begin promptly at 8:35 a.m. Classes are on an A and B block schedule which includes a 9th period at the end of each school day. This 9th period is called the CCAP or College/Career Advisory Period. It will include social skills lessons, study skills, note taking and good study habits. It will also focus on manners and how to interact with others. School motivational assemblies will happen during this period. Since we are adding the extra three hours on Monday, Tuesday and Thursday, after school tutoring will occur only for one hour for those students who may require more time on tutoring in math, science and/or English/Reading. Teachers will need to request this extra time and an after school bus will be provided that will take students home at 5:45 p.m. Saturday school will begin in late September or the first Saturday in October. Saturday school will focus on

math, reading, and science. It ͟ ͟l also provide needed help for special ne ͟ ͟ students and LEP students. During Spring Break Spruce will again feature a Spring Break Camp that will start on Monday and end on Thursday for 4 hours a day. Again the instuction will be over math, science, and reading. The hours will be from 8:30 - 12:30. A two week 9th grade transition program will continue during the summer for two weeks for all incoming freshmen. The hours will be from 8:30 a.m. untill 1:30 p.m. with breakfast and lunch provided. Teachers will use extra hours in planning the curriculum for the camps and for the CCAPs period.

B. Provide ongoing mechanisms for family and community engagement.

Increase Parent/Community Involvement Objective:

- Provide ongoing mechanisms for family and community engagement

While the overarching goal is to promote partnerships with the community, employers, and institutions of higher education to facilitate learning opportunities for students and teachers, it is also essential to develop community support for the school and its transformative work among parents and the surrounding community. The school must continue to communicate clearly within the school and the school community about the achievement of diverse groups of students, analyzing ongoing school successes and challenges, and committing to continuous improvement in the achievement of all students.

Improve School Climate Objective:

- Implement a system of positive behavior interventions and supports

Positive Behavior Interventions and Supports along with a staff who understand and support "social-emotional learning" is essential to increasing student attendance and decreasing discipline referrals. Overall, a school atmosphere that features trust, professionalism, and shared leadership is a school that facilitates the types of positive behavior that increases student learning.

The Dallas ISD has built in two parent/teacher conference nights, one each semester. Spruce High School will add a parent/teachers conference night every six weeks in order for parents to conference with their student's teachers and pick up their student's report card. The hours are from 4:00 p.m. until 8:00 p.m. Two beginning of the year parent/student meetings are held the week before school resumes. One is on a Tuesday evening and the other is on a Saturday morning. This is to accommodate the working parents. Special interest conferences will be held on Saturdays, one a semester. The first one is on Saturday, September 25. It is entitled, "Looking for Love in all the Right Places". This conference is on the topic of teen pregnancy. Parents will have an opportunity to engage in helpful discussions with community pastors and school leaders on how to encourage their student to feel love and being accepted from other avenues like family, friends, school, and church. The second semester will be a huge commmuntity celebration which will include all of the Spruce feeder pattern elementary and middle schools. Parents will be able to share in all of the community schools successes. It will be held in May. Every month a different topic will be shared with parents on the last Tuesday of the month during monthly PTA meetings. Topics such as "How to Conference with your Child's Teachers", Gang Awareness, Establishing Authority, and various other topics are planned.

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;

This component will be addressed through the Turnaround Office guidelines.

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

The LEA/TTIPS Decision-M... ...ng Team will be comprised of repres...atives from various divisions within central administration. The group will work together to ensure that the campus has the coordinated support necessary to fully and effectively implement the school intervention initiative: School Leadership and Administrative Support and Teaching and Learning Divisions

The two primary divisions responsible for working with the campuses to implement the model that will increase overall student performance, as well as improve the management and effectiveness of the school. The divisions will assist the campuses in achieving the milestones of the initiative: 1) improve academic performance, 2) increase teacher quality, 3) improve school climate, 4) increase leadership effectiveness, 5) increase use of quality data to drive instruction, 6) increase parent/community involvement, 7) increase learning time. The department will provide objective and valid information for monitoring, assessing, evaluating, and reporting progress of the school intervention initiative. Assist campuses to collect data to use to track progress toward the Critical Success Factors (CSF) and milestones and provide assistance in submitting the Quarterly Implementation Reports (QIR) and other reporting requirements. Provide financial oversight of grant-funded activities (including but not limited to): assisting with budget preparation and Oracle upload; processing amendments and budget transfers that comply with grant regulations; approving and monitoring financial transactions. Provide overall compliance monitoring (including but not limited to): maintaining an adequate internal control structure to ensure compliance with applicable laws and regulations related to the grant; coordinating formal agency audits or interim reviews by TEA and/or its designate; providing support and guidance to campus and LEA TTIPS team for the effective administration and financial management of grant funds. Ensure compliance with required accounting procedures (including but not limited to): requesting funds through the automated payment request system (draw-downs); preparing and submitting written expenditure reports per TEA guidelines; maintaining auditable documentation of all grant expenditures. The School Improvement Resource Center (SIRC) will serve as the external provider to the district in the transformation process. Additionally, they will provide targeted technical assistance to build the school's capacity for school improvement. ESC 10 will also be used to assist with professional development offerings to teachers and administrators.

> **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 Dallas Independent School District provides incentives for principals in larger campuses and for teachers in hard-to-staff areas, such as bilingual classes, secondary math and science classes. Teachers and principals with demonstrated effectiveness will be eligible for perfomance pay when transferring to a targeted-impact school. Effective teachers and principals who accept assignments to these schools will be eligible for performance pay, if they remain in the school and continue to meet the criteria for an incentive award.

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

Lead teachers and administrators will be trained in Transforming Classroom Practice, which will enable them to assist identified teachers in professional growth and instructional practices utilizing walkthroughs and instructional feedback; implement the Teacher Advancement Program (TAP) which focuses on opportunities for multiple career paths, ongoing applied professional development, instructionally focused accountability and performance-based compensation; work on creating a rubric to measure teaching performance that identifies the knowledge and skills that a teacher needs to teach successfully; utilize instructional coaches to support teaching and learning; utilize collaborative professional learning to encourage collaboration and sharing round teaching and learning; utilize videos of classroom instruction to reflect on classroom interactions and to strengthen teaching and learning;Dallas ISD Evaluation and Accountability will assign an evaluation specialist to administer, collect, and analyze assessments for each of the specified critical success factors. This evaluation specialist, and other E&A staff as needed, will be responsible for monitoring and analyzing all relevant aspects of the grant implementation. The evaluation specialist will ensure all required data collection is being gathered, both through existing data collections and through data collection process that will be implemented for the grant. Additionally, as future priorities and needs arise, the evaluation specialist will determine with addition data is needed.

The evaluation specialist will also be responsible for analysis of collected data in order to produce interpretable results. This type of analysis will include, but is not limited to, relevant statistical calculations to show effectiveness, qualitative analysis and interpretation of data, and compiling data into concise reports for relevant stakeholders. These reports will include analysis, where relevant, of historical trends of the critical success factors in the campus, current evaluation of the grant implementation, where there has and has not been improvement in the campus, and what changes may be needed for additional improvement. The evaluation specialist will be the main author of these reports, but consult with other E&A staff as needed.

In addition to these monitoring activities, the evaluation specialist will hold regular meetings with the Turnaround Office and relevant campus staff to disseminate information from the evaluation of the grant and help interpret results. The evaluation specialist will also determine what additional information the Turnaround Office needs in order to have a complete and detailed understanding of the grant's implementation and effectiveness, as well as collecting additional data that is need to facilitate improvement. As additional concerns and needs arise, the evaluation specialist will conduct additional evaluations and reports as needed. The E&A department will ensure that the Turnaround Office is getting the needed data and support in order to effectively implement and improve the grant during the grant lifetime.

The campus project managers will provide additional reporting as needed or requested by the Turnaround Office. This could include onsite observation, interview of staff by project managers, and following student academic progress. The Turnaround office will be responsible for all Federal and State reporting of grant implementation and improvement, including evaluations provided by the E&A department. The Turnaround Office will have the responsibility of using evaluations from the E&A evaluation specialist and campus project managers to adjust the grant implementation as needed to ensure continuous improvement.

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.

This component will be addressed through the Turnaround Office guidelines.

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;

This component will be addressed through the Turnaround Office guidelines.

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

Employ additional teachers and/or teacher assistants when class sizes are increased to allow more students access to highly effective teachers All students, regardless of their background must have access to experienced, highly qualified teachers. Focus on the essential elements of Response to Intervention (RTI) strategies such research-based instruction and interventions for struggling students, universal screening, progress monitoring, fidelity and evaluation. Students who are at-risk for poor learning and behavior outcomes require a multi-level framework of support such as RTI.

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;

Professional development will be utilized through Region 10, DISD Sped Specialist, DISD LEP Specialist to provide strategies and best practices to assist with special education and LEP students. Utilize the PLC structure to analyze formative assessment data in a way that drives instructional practice, provide impactful student feedback, and inform intervention plans. In addition, we will develop an instructional focused accountability system. In order to improve teacher instruction and student achievement, during PLC teachers will identify the knowledge in skills needed to teach successfully, and then create standards and rubrics to measure teaching and learning.

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

Monies from the grant will be used to purchase computers for student use in places such as the classroom, labs, and counselors' office. Technology will be utilized to provide student support in such areas as calculator use in Math classes, student/parent participation in the EDU pilot that will enable them to navigate the college and career planning process through the development and deployment of a customized web-portal; utilization of smart boards and in focus projectors for instructional and student presentations; and software and web-based programs for student academic acceleration.

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;

Theory of Action: Managed Instruction with Performance Empowerment

Our theory of action is one of Managed Instruction with Earned Empowerment, which means that the central office accepts responsibility for directly managing the district's core business, teaching and learning, within flexible parameters that balance accountability with empowerment according to the needs and performance of individual schools. Managed Instruction with Earned Empowerment districts begin with standards (academic content, graduation/promotion, business process, etc.), have tight accountability systems, centralized formative and/or summative assessments, and data management and data-driven decision making systems.

The Dallas ISD education plan and performance goals developed as a result of this theory of action represent

the future for the students o. allas ISD, and are based upon the expec on that all students will experience a college-ready curriculum PK-12 and will be prepared to succeed in college and the workplace. With the theory of action and education plan in place, the challenging work of implementation across all schools and classrooms is underway at all levels PK-12. The key components of the district's secondary education plan include:

1.   Ensuring access to academic rigor for all students by implementing the District's curriculum in all academic courses across all high schools

2.   Building instructional capacity through engaging in tiered professional development and campus-based professional learning communities focused on the District's curriculum and its enactment in the classroom

3.   Using data and student work in both formative and summative processes to inform instructional decision-making, determine appropriate interventions/extensions, and support student self-management of learning

4.   Creating learning environments and opportunities that engage students in meaningful learning, increase the likelihood of staying in school, and that scaffold access to academically rigorous learning experiences and coursework leading to college/workforce ready graduates.

5.   Providing tiered supports for schools that are under-performing while allowing performance-based autonomy for the highest performing schools

6.   Ensuring schools of choice opportunities and alternate pathways to graduation including, but not limited to comprehensive high schools, magnet schools, early college high schools, small autonomous high schools, and other alternative schools of choice

7.   Engaging all comprehensive high schools in a redesign process to determine school organization structure to support college and workforce ready learning pathways and courses of study aligned to high-skill, high-demand, high-wage careers of the future

8.   Supporting successful, seamless transitions between middle school and high school with academic and social transitions systems and supports

9.   Providing all students a system of supports for college access, application, and financial assistance

10.   Ensuring AEIS and AYP compliance requirements are met for all campuses rated as Academically Unacceptable or Not Meeting AYP

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

Students who are engaged in meaningful learning and who encounter personalized, supportive learning environments are much more likely to do well in school, graduate from high school, and pursue post secondary education.

The following district-wide committees have documented steps necessary to improve student engagement:

- Dallas Achieves Student Engagement Workstream Plan

- 9th Grade Success Initiative

- Dropout Prevention Plan

- Enrichment Standards of Service for Teaching and Learning in All Enrichment Areas

- Coordinated School Health Plan

a.   Fully implement the ninth grade success initiative action plans bridging students from middle school through the Freshman year of high school.

b.   Monitor the implementation of the district's grading policy and action plan to improve student grade point average, course passing, and credit accumulation, including administrator interventions with teachers that have failure rates above 20%, counselors and mentors working with students to increase self-management of learning, vertical teaming with middle schools, and regular communications with parents of struggling learners.

c.   Improve student attendance by continuing the district's action plan to increase student participation in extra-curricular activities, offering student recognition, rewards and incentives, and mentoring programs for students with a high number of absences.

d.   Implement the district's coordinated school health program that includes a cross-curricular approach to wellness, collaboration with city, medical community and district to facilitate providing medical services to students, monitoring and assessing student engagement in safe, rigorous daily physical activity, promote and practice the Forty (40) Developmental Assets Framework districtwide and provide opportunities for parents and students that promote wellness.

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;

Among the strategies that will be utilized to increase graduation rates will be Reconnect (credit recovery program), Operation Come Back (district thrust to register students who were "no shows" at the beginning of the school year, home visits made prior to school to homes of incoming Freshmen who had high absenteeism, daily phone calls for student attendance, common assessments to identify weak understanding of student expectations that have been taught, student tutorials for identified students, Saturday tutorials for identified students, acceleration of skills through reading/math labs. Thematic learning academies (project based) will be utilized to motivate and engage students in relevant learning activities. Students will be involved in TEA's and the Texas Higher Education Coordinating Board (THECB) pilot project which encourages college and career planning through the development and deployment of a cusomized web-portal. Advanced Placement courses are open enrollment and afford all students the opportunity to work at an increased level of rigor preparing them for post secondary education. All departments will be working on raising the rigor of the present content to enable students to be better prepared for their post secondary experience.

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

Some key strategies that will be utilized to identify student needs will include the DEWS system (Dropout Early Warning System); double block Math, give identified students Reading classes, increase pre-school home visits to identified students from feeder schools; study new ninth grade student records to identify those in need of monitoring for special assistance; utilize counselors to monitor student records; and utilize discipline referrals to monitor student needs.

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;

A concerted effort will be made to expand partnerships with the Youth and Family Services and Youth Action. Partner with faith based and community organizations to provide programs for students and parents discussing relevant topics such as Teen Pregnancy. We will also hire a Social Worker to connect parents/students with needed community services.

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

The school day begins 15 minutes earlier this year and an advisory period was added on at the end of the day which lengthens the school day until 4:50. During this advisory period students will be engaged in such topics

as social skills, character build. ,, academic help, organization skills (AVII   enrichment classes, and motivational assemblies.

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;

Our school climate will be enhanced by the incorporation of the advisory period as described above, hiring additional staff (Social Worker), responding quickly to parent requests for conferences and teachers initiating parent conferences in a timely manner; implementation of the Positive Behavior Intervention and Support framework, and providing needed teacher training in areas that will be conducive to an improved school climate.

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;

A District Turnaround Office is established to take a lead role in driving, supporting, and sustaining transformation efforts as well as driving statewide turnaround efforts. The district turnaround office will provide concentrated and coherent resources and expertise, build parent and community support, monitor the implementation and progress of the schools, build leadership capacity, problem solve, and maintain coordination and communication between the schools and the district.

By design, the turnaround office will function as the guiding arm in driving improvement efforts. An Executive Director will be designated to coordinate, manage, and implement the school improvement efforts for a cluster of 3 schools.

The focus of the office is to establish clear expectations related to academic growth in a compressed period of time. The office will provide schools with the flexibility, resources, and support required to reduce barriers and compliance requirements in order to facilitate a school-wide focus on student needs and improved achievement.

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

The per-pupil allocation is $6,240.84 for a total budget of $6,989,742.00. The per-pupil allocation is based on projected enrollment (local funds) in addition to other federal programs. We use this criteria to determine our budgetary amounts.

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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		• Employ additional teachers and/or teacher assistants when class sizes are increased to allow more students access to highly effective teachers. Focus on the essential elements of Response to Intervention (RTI) strategies such research-based instruction and interventions for struggling students, universal screening, progress monitoring, fidelity and evaluation.	Sept/2010	Jun/2013
		• Expand Fast Forward reading and math intervention labs for students receiving special education services. Additional laptops would allow the schools to separate the content areas to provide greater access to a larger number of students.	Oct/2010	Jun/2013
	A	• Provide Summer courses with college students serving as mentors to strengthen language acquisition for second language learners. Effective instruction of ELLs must attend to their need to develop proficient academic language skills in English.	Jun/2011	Jun/2013
		• Implement a school-wide college-readiness program such as AVID to increase access to advanced coursesLarger numbers of AVID students enroll in colleges or universities than do students with no AVID background.	Sept/2010	Jun/2013
		• Improve student achievement in Mathematics by implementing accelerated instructional strategies such as double-blocked class schedules, catch-up courses to strengthen ninth-grade students' skills and mathematics support pull-out programs to provide specialized instruction aligned to student needs.	Sept/2010	Jun/2013
		• Integrate technology in such a way that it aligns with the curriculum and teacher goals and offers students opportunities to use the tools in their learning.	Jan/2011	Jun/2013
		• Increase student engagement by partnering with local colleges and universities to allow students the opportunities to audit college classes and to provide dual credit offerings and thematic learning academies (pathways and satellite magnets).	Jun/2011	Jun/2013
		• Improve student engagement and self-management of learning through the implementation of project-based learning strategies in all subject areas including co-curricular.	Sept/2010	Jun/2013
	B	• Support LEP students through the use of technology such as podcasts to strengthen content vocabulary and academic language.	Jan/2011	Jun/2013

		• Im ove student achievement in Reading/ELA implementing accelerated instructional strategies such as screening for reading achievement levels and providing appropriate interventions, providing job-embedded professional development on content area literacy strategies, tiered interventions built into the curriculum documents, flexible grouping, tutorials aligned with students' needs supported by SES providers and/or campused based tutorial camps with tools designed for self management of learning.	Sept/2010	Jun/2013
	C	• Employ Instructional Coaches to support teaching and learning in general education, Special Education, Advanced Placement and ESL classrooms.	Oct/2010	Jun/2013
2		• Use data to identify students at risk or in need of intervention strategies.	Sept/2010	Jun/2013
		• Create a Student Support Team to facilitate the use of data gathered from the Response to Intervention strategies provided for struggling students.	Oct/2010	Jun/2013
	A	• Provide school administrators with a web-based data dashboard that enables users to view, interact and analyze data from multiple systems in the same interface including teacher and student attendance, discipline records, assessment data, budget status and facility work order requests.	Sept/2010	Jun/2013
		• Incorporate the AVID Data System to measure program outcomes and to inform instructional practicesThe ongoing sharing of AVID data validates the program and serves as a lever for wider implementation.	Oct/2010	Jun/2013
		• Utilize the Professional Learning Community structure to analyze formative assessment data in a way that drives instructional practices, provides impactful student feedback and informs intervention plans.	Sept/2010	Jun/2013
		• Use data to identify students at risk or in need of intervention strategies.	Sept/2010	Jun/2013
		• Employ efficient, easy-to-use progress monitoring measures to track the progress of students receiving interventions.	Oct/2010	Jun/2013
		• Create a drop-out recovery data base. Nearly one-third of all high school students leave the public school system before graduating.	Sept/2010	Jun/2013
		• Utilize criteria charts and rubrics to gather data from authentic and performance-based assessments.	Oct/2010	Jun/2013
		• Develop a freshman year tracking system to gauge students' likelihood of graduating or dropping out More students fail ninth grade than any other grade in high school, and disproportionate numbers of students who are held back in ninth grade subsequently drop out.	Sept/2010	Jun/2013
	B	• Employ a dropout recovery liaison.	Oct/2010	Jun/2013
	C	• Utilize the Professional Learning Community structure to analyze formative assessment data in a way that drives instructional practices, provides impactful student feedback and informs intervention plans.	Sept/2010	Jun/2013

				Sept/2011	Jun/2013
3		A	• Implement a comprehensive AVID professional development component for the school leadership team including Summer Institute and ongoing support throughout the year.	Sept/2011	Jun/2013
			• Employ principal coaches to strengthen leadership skills and to increase leadership density on the campus. Professional development opportunities such as coaching, mentoring, reflection and self-assessment provide school leaders with ongoing, job-embedded and differentiated opportunities to develop leadership skills.	Oct/2010	Jun/2013
			• Provide professional development on facilitating instructional conversations. The principal's conversations with staff about instruction can be an essential element for advancing teaching and learning in a school.	Oct/2010	Jun/2013
			• Utilize the Professional Learning Community structure for principals to encourage collaboration and professional development.	Sept/2010	Jun/2013
		B	• Grant principals the flexibility and autonomy to hire the most qualified staff and the ability to remove ineffective staff members without constraints from district policy and procedures.	Aug/2011	Jun/2013
		C	• Create an incentive plan for principals based on student performance targets, school effectiveness indices and school climate.	Sept/2010	Jun/2013
			• Utilize the Learning Walk protocol to gather observation data about teacher implementation of the Principles of Learning and use that data to guide next steps in professional development.	Sept/2010	Jun/2013
			• Allow the principal the resource flexibility to create a schedule that supports the needs of students and that provides daily teacher collaborative planning time.	Sept/2010	Jun/2013
4		A	• Provide students access to trained college tutors during AVID elective classes and replicate AVID tutoring strategies schoolwide.	Oct/2010	Jun/2013
			• Increase student engagement by partnering with local colleges and universities to allow students the opportunities to audit college classes and to provide dual credit offerings and thematic learning academies (pathways and satellite magnets)	Oct/2010	Jun/2013
			• Schedule students into smaller learning communities within the larger school context	Jun/2011	Jun/2013
			• Allocate resources to allow for double-blocked and pull out classes to increase time in the core content classes. Ensure that the neediest students are assigned to the most effective teachers. All students, regardless of their background must have access to experienced, highly qualified teachers.	Sept/2010	Jun/2013
			• Improve and increase the students' learning time by partnering with Thriving Minds and/or campus-based activities to engage young people as active leaders who have vital energy, creativity, and commitment to improve and sustain their schools and communities.	Jun/2011	Jun/2013
			• You can improve developmental outcomes for young people by intentionally integrating positive youth development principles and practices (e.g., developmental asset building) with service-learning.	Sept/2010	Jun/2013

		• Im... ement transition activities such as high s.. ..ol and middle school Early Start Summer Programs so that students may receive early exposure to middle school course work or high school credit courses.	Jun/2011	Jun/2013
		• Provide opportunities for accelerated credit such as Reconnect Centers, online courses, summer school and evening school.	Sept/2010	Jun/2013
		• Provide the principal with the resource flexibility to extend the school day and/or the school year to focus on core academics, enrichment and teacher staff development.	Oct/2010	Jun/2013
	B	• Provide Summer courses with college students serving as mentors to strengthen language acquisition for second language learners. Effective instruction of ELLs must attend to their need to develop proficient academic language skills in English	Jun/2011	Jun/2013
	C	• Allocate resources for daily teacher collaborative planning time.	Sept/2010	Jun/2013
5	A	• Employ a Parent Liaison to provide parents with effective resources and tools to support student learning. Schools must reach parents directly, personally and with a trusting approach • Create Parent Centers to host parent workshops and to house resources for parents.	Sept/2010 Sept/2010	Jun/2013 Jun/2013
	B	• Require parents to sign a contract to support the AVID program and to attend parent updates meetings about the program. • Increase communication to parents through the use of the School Messenger calling system, calendars and newsletters. • Create a web-based Parent Portal to provide parents with current information regarding student progress. • Communicate success stories, challenges and action opportunities with the community through newsletters, informational meetings and community events. • Employ a Parent Liaison to provide parents with effective resources and tools to support student learning. Schools must reach parents directly, personally and with a trusting approach. • Host parent meetings and fairs to publicize course pathways and satellite magnets. Schools must interface with parents at many points, in many venues, over the course of the schooling years. • Provide transitional activities for middle and high school parents.	Oct/2010 Sept/2010 Jan/2011 Sept/2010 Sept/2010 Sept/2010 Jun/2011	Jun/2013 Jun/2013 Jun/2013 Jun/2013 Jun/2013 Jun/2013 Jun/2013

		• In⸱⸱⸱.e in faith-based organizations to serve as mentors and volunteers.	Oct/2010	Jun/2013
		• Arrange college partnerships to support a college-going culture through utilization of the Career Cruising software, visits to college campuses and exposure to the demands of college coursework.	Sept/2010	Jun/2013
	C	• Improve and increase parent and community involvement by partnering with Thriving Minds and/or parent services & Safe and Drug Free Schools to train adults and youth how to use an asset-building approach to service learning projects and leverage community pathways and resources.	Sept/2010	Jun/2013
6	A	• Provide school administrators with a web-based data dashboard that enables users to view, interact and analyze data from multiple systems in the same interface including teacher and student attendance, discipline records, assessment data, budget status and facility work order requests.	Sept/2010	Jun/2013
		• Teachers, principals and administrators should systematically collect and analyze various types of data to guide a range of decisions to help improve the success of students and schools. Schedule students into smaller learning communities within the larger school context.	Sept/2010	Jun/2013
	B	• Implement AVID principles schoolwide to provide students with "family-like" support throughout the school year.	Sept/2010	Jun/2013
		• Employ additional counselors and social workers to better provide for the student's needs and to decrease the counselor to student ratio.	Oct/2010	Jun/2013
		• Schedule students into smaller learning communities within the larger school context. In Smaller Learning Communities teachers know their students better and students feel less isolated and alienated.	Oct/2010	Jun/2013
		• Utilize a positive behavior interventions and supports model such as Safe & Civil Schools to reduce the number of discipline referrals and tardy rates, increase attendance rates and improve the perception of increased safety and civility.	Oct/2010	Jun/2013
	C	• Align the 40 Developmental Assets framework into all aspects of school life to provide students with the experiences necessary to graduate college and workforce ready. Data gathered from the Developmental Assets profile will support the school's efforts to provide students with "positive experiences, relationships, opportunities and personal qualities to grow up health, caring and responsible.	Oct/2010	Jun/2013
		• Increase the student's learning time by partnering with Thriving Minds and/or campus-based camps to engage young people in a variety of arts, cultural, young and community-based organizations. Working together with a network of community partners, students will have access to the tools necessary to think creatively, excel academically, make healthy choices, and contribute to their community.	Oct/2010	Jun/2013
7	A	• Develop an instructionally focused accountability system. In order to improve teacher instruction and student achievement, schools must identify the knowledge and skills that a teacher needs to teach successfully, and then create standards and rubrics to measure teaching performance.	Jan/2011	Jun/2013

		• Em... .oy additional teachers and/or teacher assistants to support instruction and to allow for teacher-to-teacher demonstration lessons and classroom observations.	Oct/2010	Jun/2013
		• Utilize the Professional Learning Community structure to encourage collaboration and sharing around teaching and learning.	Sept/2010	Jun/2013
	B	• Utilize videos of classroom instruction to reflect on classroom interactions and to strengthen teaching and learning.	Jan/2011	Jun/2013
		• Allow opportunities for teacher advancement through multiple career paths (TAP model).	Jan/2011	Jun/2013
		• Provide funding for masters degree programs to increase the number of teachers qualified to teach dual credit courses.	Jan/2011	Jun/2013
	C	• Provide incentives and awards that align with student progress by class, content and grade level following the TAP model.	Jan/2011	Jun/2013

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.