

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Pasadena Independent School District Organization Name	101-917 County-District#
		Miller Intermediate Campus Name	101-917-048 Campus Number
		9-Digit Vendor ID# NOGA ID# (Assigned by TEA)	ESC Region Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

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

Tier I Tier II Tier III

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Kirk		Lewis, Ed D.	Superintendent of Schools
Phone	Fax	Email	Signature/Date Signed (Blue ink preferred)
713-740-0244	713-740-4040	klewis@pasadenaisd.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 by 5:00 p.m. **Thursday, June 3, 2010:**

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

TEA DOCUMENT CONTROL NO.

701-10-112-049

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

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

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

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

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

Part 3: Applicant Information

Local Educational Agency (LEA) Information

LEA Name

Pasadena Independent School District

Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
1515 Cherrybrook		Pasadena	TX	77502

U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
22	072192925	374T9	4834320

Campus Name	County-District Campus Number
Miller Intermediate	101-917-0048

Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
1002 Fairmont Parkway		Pasadena	TX	77504

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title	
Kimberly		Kelley	Principal	
Telephone	Fax	Email		
713-740-0450	713-740-4106	Kkelley@pasadenaisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
1002 Fairmont Parkway		Pasadena	TX	77504

Secondary Contact

First Name	Initial	Last Name	Title	
Susan		Bauer	Executive Director of Grants	
Telephone	Fax	E-mail		
713-740-0038	713-740-4034	slbauer@pasadenaisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
1515 Cherrybrook		Pasadena	TX	77502

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

Part 1: Schedules Amended (Check all schedules that are being amended.)
 When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.

- | | |
|---|--|
| <input type="checkbox"/> Schedule #1—General Information
<input type="checkbox"/> Schedule #3—Purpose of Amendment
<input type="checkbox"/> Schedule #4—Program Requirements
<input type="checkbox"/> Schedule #4A—Program Abstract
<input type="checkbox"/> Schedule #4B—Program Description
<input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation
<input type="checkbox"/> Schedule #4D—Equitable Access and Participation | <input type="checkbox"/> Schedule #5—Program Budget Summary
<input type="checkbox"/> Schedule #5B—Payroll Costs 6100
<input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200
<input type="checkbox"/> Schedule #5D—Supplies and Materials 6300
<input type="checkbox"/> Schedule #5E—Other Operating Costs 6400
<input type="checkbox"/> 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.

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

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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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		

Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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

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

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

Allowable Activities

Tier I and Tier II Grantees

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

Tier III Grantees

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

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

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

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

Part 2: Statutory Requirements

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

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

Part 2: Statutory Requirements

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

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

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. <ol style="list-style-type: none"> a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy). 	Program Assurances
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. <ol style="list-style-type: none"> a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding. 	Program Assurances
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school. 	Program Assurances
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned 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	<p>designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Comprehensive instructional reform strategies.</p> <p style="padding-left: 20px;">(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p style="padding-left: 20px;">(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p style="padding-left: 20px;">(A) Establish schedules and strategies that provide increased learning time; and</p> <p style="padding-left: 20px;">(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p style="padding-left: 20px;">(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p style="padding-left: 20px;">(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>	Program Assurances
22	<p>An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as--</p> <p style="padding-left: 20px;">(A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;</p> <p style="padding-left: 20px;">(B) Institute a system for measuring changes in instructional practices resulting from professional development; or</p> <p style="padding-left: 20px;">(C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.</p>	Program Assurances

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

Part 2: Statutory Requirements

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

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

Part 2: Statutory Requirements

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

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

Part 3: Statutory Assurances

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

Part 4: TEA Program Assurances

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

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

Part 4: TEA Program Assurances

#	TEA Assurance Description
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
10	<p>If the LEA/Tier III campus selects to implement the transformation model, the campus assures That it will it implement the following federal requirements.</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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-- <ul style="list-style-type: none"> (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-- <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

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

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

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

Part 1: Grant Eligibility

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

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

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

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

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

Miller Intermediate School serves 744 socio-economically and ethnically diverse students who come to school with diverse learning needs. The instructional challenge is to eliminate learning barriers that come with diversity. The instructional need is a paradigm shift that will raise the academic bar, assure that all students reach their academic potential, and help parents understand postsecondary opportunities their children can prepare for and pursue.

The Tier III Transformation model will allow Miller to improve student academic achievement, reduce disciplinary referrals, and increase attendance through several instructional reform activities. One activity will train campus leaders to use data to: drive decisions; assure teaching is rigorous and relevant; and assure stewardship of available instructional resources. Another reform activity will develop instructional leadership skills through coaching and job embedded staff development.

Teachers will use student data to drive instruction. Teachers will identify student learning gaps and then respond to the gaps by using: newly vertically and horizontally aligned math and reading/ELA curriculums; instructional resources that are matched to the TEKS-SE's; formative and summative assessments that identify student learning gains and gaps; instructional coaching, and job embedded staff development.

In addition, Miller will embrace Career and College Readiness by: using curriculum embedded college and career activities; providing more than 300 hours of TEKS aligned extended day enrichment learning opportunities; increasing access to PreAP and high school classes; and offering dual language classes. To engage parents, Miller will provide them with College and Career Readiness and Awareness activities and ESL and GED classes.

Operationally, Miller will use an external provider, hire 12 staff (one program manager, five content specialist coaches, three teaching units, one parent unit, one counselor, and one administrative secretary) to support campus implementation of the Tier III Transformation model and will use the campus resources of an existing after school program that serves 100 students, all of the existing campus staff and resources, and a diagnostic and prescriptive reading and math computer based intervention program.

Once the grant funding ends, Miller will continue several processes without additional funding: leadership and instructional coaching; auditing and revising curriculum and training teachers to use it; a menu of extended day student educational opportunities; data driven instruction; instructional resources matched to the depth of the TEKS-Student Expectations; an expanded number of Pre-AP classes; processes and procedures for formative and summative testing; an organizational structure of teacher looping; curriculum embedded college and career awareness and readiness activities; and a college and career focused advisory class curriculum.

The program pieces needing additional funding include: five campus content specialists, three teachers, a counselor, Gates MacGinffie test supplies, teacher training for Pre-AP training, and continuation of extended day educational opportunities.

With these reforms, Miller students will engage in their learning and be academically prepared for high school.

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

Part 1: Comprehensive Needs Assessment

Section A: Campus Grade Levels

Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant															
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
Public School	0	0	0	0	0	0	0	0	0	371	373	0	0	0	0	744
Open-Enrollment Charter School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Total Students:	0	0	0	0	0	0	0	0	0	371	373	0	0	0	0	744
Total Instructional Staff															52	
Total Support Staff															48	

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

1	Demographic Data will be reviewed from the following sources: Mizuni ² —for enrollment numbers, ethnicity, gender, special programs; Free and Reduced lunch, AEIS—mobility; staff demographics of ethnicity, gender, turnover, and student/teacher ratios.
2	Student Academic Achievement data will be reviewed from the following sources: TAKS scores and diagnostic scores in Reading and Math. Scores will be reviewed and disaggregated by ethnicity, gender, socioeconomic status, LEP, and special program. The questions that will be asked include: Which students are making progress and why; the impact of existing intervention programs; longitudinal student achievement data indicators; what does the data reflect within and among content areas; which students are making annual progress and projected growth.
3	School Culture and Climate will be reviewed from the following sources: Student, principal, staff surveys. Survey questions will address: school climate; attitude alignment to the school vision and mission; behaviors and discipline; physical safety; expectations; attendance; extracurricular activities; physical environment.
4	Staff Quality and Retention will be reviewed from the following sources: human resources records; teacher performance appraisals; teacher observational walkthrough data; teacher certification records; <i>Eduphoria</i> ³ records to assess staff development relevance.
5	Curriculum, Instruction, and Assessment will be reviewed from the following sources: evaluation of curriculum for vertical; TEKS-SEs and College readiness alignment; evaluations of academic intervention effectiveness; assessments of walkthroughs for use of research-based instructional techniques; instructional use of data.
6	Family and Community Involvement will be reviewed from the following sources: Parent attendance; parent participation on the site based decision-making committee; and family native language assessments.
7	School Context and Organization will be reviewed from the following sources: scheduling data; teacher teams meeting agendas and minutes; faculty team meeting agendas and minutes.
8	Technology will be reviewed from the following sources: school technology inventory; student/staff technology proficiency; STaR chart assessments ⁴ ; observational walkthroughs that identify instructional use of technology.

¹ The needs assessment sources identified on this page were guided by the needs assessment process described in the 'No Child Left Behind Program Series', *NCLB Comprehensive Needs Assessment* published by the Texas Education Agency

² Mizuni is a data warehouse accessible through a user portal, dashboards, and reports used for data analysis by administrators, support staff, teachers, and soon to be parents and students.

³ Eduphoria is an instructional data management system that tracks staff development and serves as a lesson plan bank.

⁴ TEA assessment helps schools and teachers understand their progress toward meeting the *Long-Range Plan for Technology*, as well as meeting the goals of their district.

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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.

To identify the school improvement needs of Miller Intermediate (MI), campus staff and district leadership will be involved in a comprehensive needs assessment. The process will begin within one month of the grant award and data specific to the campus will include:

- District Snapshot (Provided by School Improvement Resource Center-SIRC);
- Campus Snapshot (Provided by SIRC);
- Demographic data;
- Student academic achievement data;
- School culture and climate data;
- Staff quality and retention data;
- Principal/Leader Competency Review Process (Provided by SIRC);
- Curriculum, instruction, and assessment data;
- Family and community involvement data;
- School context and organization data; and
- Technology data.

Data collection: The above data will be collected from the data sources listed on page 17 by the Director of Research and Evaluation, campus administration, Associate Superintendents, and the campus based grant manager. Data collection will be completed within one months of the grant award and it will be put into formats that identify trends and relationships.

Stakeholder input: Director of Research and Evaluation, campus administration, Associate Superintendents, and the campus based grant manager will lead stakeholder meetings and conduct surveys. Stakeholder meetings and surveys will occur within two months of grant award and include Community (local area industry, Institutes of Higher Education, and City of Pasadena), parents, students, teachers, the Superintendent, Associate Superintendents, and campus leadership.

Data evaluation: Within three months of grant award, the data and stakeholder input will be evaluated and school improvement priorities will be established.

Identifying the model and finalizing the plan design: Within three months of the grant award, Miller Intermediate's design team⁵ will visit schools that have implemented successful school improvement reforms.

Also, by the end of the third month after the grant award, the design team will finalize the details of the school improvement plan. The model will be identified and the plan design will be finalized and aligned to the district's strategic plan, using the needs assessment data, and information gained from site visits to successful school improvement districts. (Federal Statutory Requirement 1)

⁵ The design team will include the campus principal, the campus grant manager, the campus Associate Superintendent for Campus Development, the Associate Superintendent for Curriculum and Instruction, parents, staff, and students.

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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	Community (local area industry, Institutes of Higher Education's, and City of Pasadena)
2	Parents
3	Superintendent of Schools
4	Associate Superintendents of Campus Development
5	Associate Superintendents of Curriculum and Instruction
6	Associate Superintendent of Special Programs
7	Associate Superintendent of Leadership and Instructional Support
8	Principals
9	Teachers
10	Students
11	Curriculum specialists
12	Peer facilitators
13	Assistant Principals
14	Counselors
15	Librarians

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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.

Pasadena Independent School District values the opportunities that grant funds provide and recognizes grants allow the district to laser focus on instructional/learning/leadership gaps. Thus, the Board of Trustees assures the district resources of accounting, payroll, purchasing, and over-site are available to assure federal and state compliance. It will assure that Miller will continue to receive all of the non-Federal funds it would have received this year and that all TTIPS funds will supplement the non-federal funds. This will occur through the following supports:

Superintendent support: The superintendent will guide his administrative team in assuring that Miller's implementation maintains the direction and focus of the district's strategic plan. He will also help problem-solve resource needs and assure that the Board of Trustees is informed of program progress and accomplishments.

Associate Superintendent support: The Miller leadership team will work with their Associate Superintendent of Campus Development and an Associate Superintendent of Curriculum and Instruction. Both will support Miller in assuring that program implementation occurs according to the grant application, that it has the resources it needs for comprehensive and supportive implementation, and that Miller stays and remains aligned to the TEKS, the district's improvement plan, and the district's strategic plan.

Grant Department: The grant department will guide Miller in assuring that all State and Federal grant requirements are met. It will provide pre-implementation training, help with progress reports and meeting report deadlines, and assuring that all program activities described in the grant proposal are completed.

Finance Department: The finance department will provide a grant accountant who will oversee the fiscal stewardship of all grant funds. The accountant will assure grant funds are separated from other district funds, that all state and federal accounting requirements are met, and that all financial reports are completed and submitted on time. In addition, the finance department's internal auditor will evaluate grant fund usage. This will assure the grant funds are used according to the final plan submitted to TEA.

Payroll: The payroll department will be responsible for assuring the grant funded positions are paid according to the grant application description.

Department of Instructional Technology: The department of instructional technology will support Miller in integrating technology into instruction and helping all teachers reach the 'Target Tech' level of instruction. Miller's campus based technology liaison will lead the campus integration and learning process and will be responsible for coordinating training needed through the Instructional Technology department.

Department of Technology: The department of technology will support Miller by assuring technology is installed and working, and has access to 'just in time' technical support.

Campus: The Miller principal will assure that a leadership team will participate in technical assistance and attend grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and share best practices that will support and guide school improvement implementation. The Miller principal will also assure that all components of the school improvement model are implemented with fidelity. (Federal Statutory Requirement 2)

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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.

A comprehensive needs assessment will serve as the foundation for choosing a school improvement model and include information secured from the following stakeholders:

Student consultation: Miller will seek information from students about their current educational experience, what they would like from their education, what they would like to see different at school, and what their plans for their future include. This information will be secured through focus groups and surveys.

Staff consultation: Miller will seek information from staff about their current teaching experience, what would help them improve as a teacher, what they perceive as student’s academic challenges, and what their plans for the future include. This information will be secured through focus groups and surveys.

Parent consultation: Miller will seek information from parents about their child’s current educational experience, what they would like to see different at school, whether or not they feel comfortable coming to the school to ask questions and to be involved, whether or not they understand how they can help their children academically, and whether or not the school is meeting their child’s learning needs. This information will be secured through focus groups and surveys.

Community involvement: Miller will seek information from local area industry and Institutes of Higher Education on the preparedness gaps of students who pursue careers or post-secondary education. This information will be secured through focus groups and surveys.

(Federal Statutory Requirement 1)

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

Part 2: Project Management Cont.

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

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

Even-though the comprehensive needs assessment is not complete and the intervention has not been selected, Miller Intermediate School expects to implement a Tier III Transformation Model. It will modify its practices and policies to result in the following infrastructure:

I. Develop and increase teacher and school leader effectiveness.

The Tier III Transformation model success will depend on teacher/leader development. Miller will begin by assessing teachers/leaders management and instructional tools gaps, professional staff development needs, and coaching needs. An external consultant will provide leadership coaching to Millers administrative team, and coaching training and coaching guidance to five content specialists (Reading, ELA, Math, Science, and Social Studies) who will coach teachers. (Federal Statutory Requirement 1, (B), (1) & (2))

In addition, teachers and leaders who increase student achievement and student graduation rates will be rewarded through an existing strategic compensation program called District Awards for Teacher Excellence (D.A.T.E.) program and through Pre-AP financial incentives. (Federal Statutory Requirement 1, (C) (E))

Job embedded professional staff development will occur at both grade levels in Math, Science, ELA/Reading, literacy, and Social Studies through Campus-based Content Specialists. The specialist’s job will include: observational walk-throughs; teacher reflective coaching; guiding teachers in accessing student performance data through AWARE; and evaluating TEKS Student Expectations (TEKS-SE’s) for instructional/learning gaps and helping teachers understand how to teach to those gaps. It will also occur through horizontal and vertical team meetings that combine planning with best practice instructional use. Finally, ‘just in time’ training will occur through the content coaches and the external providers. (Federal Statutory Requirement 1, (D), Federal Statutory Requirement 4, (A))

II. Comprehensive instructional reform strategies.

Miller will implement comprehensive instructional reform strategies that include: an audit of the existing math curriculum that identifies grade and content instructional gaps, rewriting the math curriculum to remedy the learning gaps, and training teachers to use the new curriculum. Teachers will disaggregate data to identify instruction and curriculum gaps. Content specialist will coach teachers in using data to drive instruction and to remedy instructional gaps. They will also coordinate curriculum writing to remedy curriculum gaps. Finally, content specialists will evaluate and eliminate existing ineffective teacher resources. They will identify new resources that help teachers teach to the depth and level needed to meet the TEKS-SE’s. (Federal Statutory Requirement 2, (A) & (B) (Permissible Activity 2, (C))

In addition, Miller will expand student access to PreAP classes and institute looping⁶. Formative and summative assessments will be used to gage student academic progress. Teachers will also consider scores from TAKS and Gates McGinitie reading scores. (Federal Statutory Permissible Activity 2, (A) & (D))

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

Students will extend their learning time by attending extended day educational enrichment activities available throughout the school year and summer. Students will have a menu of learning opportunities to select from and will be monitored for attendance and participation. (Federal Statutory Requirement 3, (A) and Federal Statutory Permissible activity 3, (C))

Students and parents will be engaged in an organized series of college and career awareness activities that are curriculum embedded and activity oriented. Students will benefit from a college and career focused campus culture. (Federal Statutory Requirement 3, (B)).

IV. Provide operational flexibility and sustained support.

Operational flexibility will be given to the principal allowing her to organize and extend additional hours of instructional activities that will be accessible throughout the school year and during the summer. An external provider will provide sustained support throughout and during the needs assessment/model selection/plan development phase and through approximately 60 days of coaching during year two and year three. (Federal Statutory Requirement 4, (A))

⁶ <http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk10.htm>

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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.

Miller Intermediate school will use existing campus resources to support their school improvement model. They include:

- 21st century after school program which currently provides 3 hours of extended learning opportunities Monday - Thursday - the first hour is academic tutoring, the second hour is interest based learning (cooking, baking, yoga, painting, etc) and the last hour of each day is social/play (open gym, Wii, etc.).
- 100 existing campus staff and resources,
- an existing diagnostic and prescriptive reading and math computer based intervention program,
- D.A.T.E. strategic compensation funds for teacher rewards for improved student achievement.
- Communities In Schools, a program that serves students 'at risk' of dropping out of school
- 21st century science classrooms that include smart boards surround sound, interactive student devices, slates, and active votes, computer probes, and virtual science labs.

All of these resources will be woven into the final plan proposed for school improvement activities. (Federal Statutory Requirement 6)

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Schedule #4B—Program Description**

Part 2: Project Management Cont.

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

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

JOB DESCRIPTION for Grant Coordinator (SIG)

Job Title: Campus-based Program Grant Manager
Reports to: Associate Superintendent
Dept./School: Department of Compliance and Accountability
Pay Grade:
Duty Days: 220
Date Revised: 5/18/2010

PRIMARY PURPOSE: The job was established for the purpose of coordinating and overseeing the grant opportunity funded through the School Improvement Grants (SIG).

QUALIFICATIONS:

Required:

Minimum Education/Certification: Bachelor's degree from an accredited college or university, Valid Texas Teacher Certificate, Minimum Three Years Teaching Experience, Supervisory experience

Preferences:

Master's degree from an accredited college or university, Experience in collaboration and working effectively with teachers and administrators, Experience in organizing and coordinating district wide program, Experience in managing budgets and personnel, Outstanding communication skill, Ability to interpret data

Special Knowledge and Skills:

Competence in developing reports with quantitative and qualitative information; strong problem solving and analytical skills required with a proven track record; strong communication, public relations, and interpersonal skills; ability to work independently and collaboratively.

Experience: Minimum of 3 years of teaching experience

MAJOR RESPONSIBILITIES AND DUTIES: Coordinate the program evaluation and program data collection; coordinate/manage the grant budget; monitor accomplishment of program objectives; coordinate partnership activities; Coordinate/manage the purchasing of services; communicate regularly with campus personnel regarding grant implementation; identify and coordinate summer enrichment activities for identified campuses; chair and serve on planning and implementation teams; coordinate program communication; ensure compliance with all grant guidelines; participate in meetings, workshops and seminars for the purpose of conveying and/or gathering information required or related to the grant; performs other duties as assigned for the purpose of ensuring the efficient and effective functioning of the grant program; complete special projects as assigned; perform all other duties assigned.

SUPERVISORY RESPONSIBILITIES: Supervise and evaluate the performance of employees assigned.

WORKING CONDITIONS: Mental Demands: Ability to communicate effectively (verbal and written); interpret policy; and procedures; maintain control under stress; Physical Demands/Environmental Factors: Frequent district-wide and state-wide travel; occasional prolonged and irregular hours.

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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.

Pasadena Independent School District’s (PISD) will assure Miller has a campus-based grant program manager whose sole responsibility is to support the campus’ school improvement efforts. The structure that PISD will build to support the campus-based manager and the school improvement interventions will include:

1). Capacity: PISD’s goal is to assure school improvement activities are implemented with fidelity. PISD will build the capacity to meet this goal by:

- Using external providers to guide the implementation of school improvement activities.
- Training all staff on program requirements and school improvement activities.
- Creating a management process that is guided by roles and responsibilities.
- Assigning a grant accountant who will assure the grant funds are used according to the grant description and federal and state requirements.
- Assigning a grant official to provide grant implementation training, review of grant requirements, and support and assist with grant progress reports.
- Recruiting and hiring a qualified grant program manager that will handle the day-to-day operational responsibilities and coordinate school improvement activities.
- Using a grant implementation team to establish a system of checks and balances and to assure all aspects of the school improvement program are implemented, operational, and effective. Establish a system for modifying program components if desired outcomes are not occurring
- Campus and district leadership will attend and participate in consultant led instructional leadership training, grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.

2). Management of Grant Activities: PISD’s grant management process will be campus-based and the day-to day grant implementation will be managed by a campus-based grant program manager. The Manger’s responsibilities will include:

- Coordinating needs assessment, staff training, embedded professional staff development, curriculum embedded and enrichment college and career awareness activities, parent college and career readiness activities, and supporting teacher/leader evaluations, instructional coaching, curriculum audits and revisions, literacy initiative implementation, instructional resource matching, 300 hours of additional instructional/enrichment/P. E. activities
- Coordinating the external provider led activities;
- Coordinating partnerships and involvement of outside organizations and supports;
- Assuring program fidelity;
- Assuring grant and district provided resources are used to support the intervention;
- Coordinating external evaluator activities and coordinating activities to monitor program effectiveness and modifying program activities as needed.

These activities will be supervised and supported by the principal. The Associate Superintendent for Campus Development will support the principal by assuring that district resources are available and that program implementation is aligned with the district’s strategic plan. The Associate Superintendent of Curriculum and Instruction will support and coordinate the comprehensive instructional reform strategies. (Federal Statutory Requirement 2)

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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.

Miller Intermediate school improvement activities will continue beyond the grant funding period because they will become a part of the new school's culture and infrastructure of processes and procedures. Though all of the strategies and activities will not be defined until the needs assessment is complete, it is expected that minimally, the following activities will occur during the grant period and will continue beyond the grant year, without additional funding:

- An assessment process to identify campus instructional leadership skills and abilities.
- A coaching process to develop instructional leadership skills.
- An assessment process to identify teacher skills and abilities.
- A coaching process to develop classroom instruction skills and abilities.
- A process for auditing and revising curriculum and training teachers to use it.
- A menu of extended day enrichment educational opportunities that allows each student access to an additional 300 hours of learning opportunities.
 - Data driven instruction.
 - Instructional resources that are matched to the depth of instruction needed to respond to the TEKS-Student Expectations.
- An expanded number of PreAP and high school classes.
- Processes and procedures for formative and summative assessments.
- An organizational structure that will allow teacher looping and dual language to continue.
- An embedded system of college and career awareness and readiness activities.
- A college and career focused advisory class curriculum.

Continued funding will be needed for:

- Five campus content specialists,
- Three teaching Units,
- One parent liaison,
- One administrative secretary,
- One counselor,
- Gates MacGinitie test supplies,
- Teacher training for PreAP training,
- Funding to support the additional student education opportunities.

The staffing that need continued funding beyond the grant year are positions that support the goals of the district's long-range strategic plan. Thus, it is expected that if the program components have resulted in significant improvement, the district will continue them. The last activity is one that is easily supported through grant funds.

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 Schedule #4B--Program Description**

Part 2: Project Management Cont.

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

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

Pasadena ISD will use the external provider services provided by SIRC through this funding opportunity. However, it will need additional external provider services and will seek a provider who understands the district, is responsive to Miller's instructional and organizational gaps, and is willing to work within the chosen school reform model.

Recruit: The first step will be to release a scope of work to our known external providers and to the public and to accept proposals for providing the services. The scope of work will include the following:

1. School Profile Visit--student achievement data, student participation data, student subgroup data, demographic data, student/parent surveys, and school characteristics to identify strengths and potential areas of need. The profile will identify trends in student performance over time, and where possible, present school data and performance compared to similar schools and state averages. In addition to the district's current data sources, information collected includes but is not limited to:

Grade 7-8 - Standardized test results - Achievement levels on standardized tests/assessments other than state exams -Yearly growth in literacy - Student participation in enrichment courses (music, art, physical education, etc.) - Student satisfaction surveys, - Student risk behaviors -Additional data indicators pertinent to PISD
 Staff surveys to determine general attitudes about the working environment.

2. Instructional Review--Conduct classroom observations, teacher interviews, and teacher surveys, to understand classroom instruction. To understand curriculum issues, evaluate curriculum maps to assure the standards--State, College, and National are evident and cross-walked.

3. School Improvement Planning and Model Selection--Guide campus and district staff in selecting a school improvement model, identifying improvement activities, and developing an implementation plans.

4. Staff development --on leadership and instructional best practices and on relationship building.

5. Job-embedded executive coaching for school positional leaders/principal and school leadership teams--on being an instructional leader and using observational walk-through for teacher development.

6. Job-embedded coaching for teachers--on using best-practices in the classroom

7. Parent and Community partnership development guidance--on supporting student academic achievement

8. Fidelity, accountability, and sustainability activities--to establish systems to assure that program implementation occurs as planned, is resulting in the expected outcomes, and is integrated into operational and organizational procedures and culture.

Screen: The next step will be to screen external provider proposals for services proposed and cost of services. External providers, whose proposals are responsive to the scope of work, will be interviewed by the campus principal and designated campus staff and the associate superintendent responsible for Miller.

Selection: The external provider will be chosen by the interview team and a Memorandum of Understanding agreed on. The Board of Trustees will approve the final agreement. (Statutory Requirement 5)

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

Part 2: Project Management Cont.

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

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

Miller Intermediate School anticipates the needs assessment will reveal several areas that require transformation. The areas expected to require improvements include:

- strategies to increase teacher and leadership effectiveness, such as the implementation of new observation protocols (Statutory Requirement #21-Page 9-10),
- increased college and career awareness, (Statutory Requirement #23—Page 23),
- increased learning time through an extension of the school day (Statutory Requirement #21—Page 9-10) and, adding more job-embedded professional development as a regular part of the school year (Statutory Requirement #21—Page 9-10).

Visiting with schools, who have experience with the above improvements, will provide Miller with valuable insights into effectively implementing those activities. For example, visiting Forbes Elementary School, will allow Miller to hear about lessons learned in teacher looping when San Antonio ISD allowed one kindergarten teacher to follow her Kindergarten students through fifth grade.

However, to assure the site visits are meaningful, and will provide information that will be useful to the unique instructional and learning needs of students, Miller will select locations by considering the results of the completed comprehensive needs assessment. (Statutory Requirement #1—Page 7). Thus, Miller needs assessment committee⁸ will visit sites whose areas of need match Millers (Statutory Requirement #21—Pages 9-10) and address:

- teacher and school leader effectiveness,
- comprehensive instructional reform,
- increasing learning time and creating community-oriented schools and,
- providing operational flexibility and sustained support.

The committee will then identify schools with similar student demographics that are currently implementing a school reform model addressing similar critical areas or with similar reform plans. Selected schools will be contacted by Miller grant program manager to gather information on the program models they are using and the outcomes they are obtaining. Decisions on which schools to visit will be made from information obtained. It is expected that approximately two site visits will be made during the first grant year.

The site visits will allow Miller’s needs assessment committee to learn about strategies that are successful and unsuccessful in school improvement reform. They will use the other district’s lessons learned in the implementation plan for Miller Intermediate School. Research shows that schools that perform well are constantly refining their processes.⁹ Throughout the three years of the grant, the committee will visit and explore successful practices from around the state. The expectation is that each visit will produce a new way to modify our plan to yield the best possible results for the students.

⁸ The committee is comprised of the School Principal, Associate Superintendents of Curriculum and Instruction, teacher representative, external provider, and the Department of Research and Evaluation.

⁹Jones, Richard (2010). *The Process of Change-Why Change, What to Do, and How to Do It*. International Center for Leadership in Education. New York, pg. 11.

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**Texas Title I Priority Schools Grant
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Part 2: Project Management Cont.

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

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.

Pasadena Independent School District does not have any Tier I schools.

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

Part 3: Intervention Model

Section A: Intervention Model Selection Process

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

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

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

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

MODEL SELECTION PROCESS.

- 1. Complete a comprehensive needs assessment.** A comprehensive needs assessment guided the model selection and program plan development.
- 2. Complete site visits to schools with successful school improvement models.** Site visits will allow Miller use lessons learned from existing secondary school reform models and implement them district-wide. For example, Miller may choose to visit San Antonio ISD that has looping in an elementary school or visit other schools that have fully implemented looping at the intermediate level.
- 3. Evaluate stakeholder input.** Stakeholder ideas and concerns will has been secured during the needs assessment process through interviews and surveys. This information has been evaluated with the other needs assessment data and will guide final school improvement model selection and program plan design.
- 4. Identify best practices that meet school needs.** Considering the comprehensive needs assessment, the information gained from site visits, and stakeholder input, Miller has identified best practices to use in the final school improvement plan.
- 5. Decide on the model that aligns to the identified needs of the campus.** Miller has chosen the Tier III Transformation model as it responds to the comprehensive needs assessment, considers the information gained from site visits, makes use of stakeholder input, and allows Miller to use best practices that match their educational gaps.

PROGRAM DESIGN:

Miller will use the Tier III Transformation Model. The implementation plan is based on the three principles of TEA’s model of transformation that include: improving student achievement and increasing college and career readiness by building the capacity of campus leaders and teachers; improving campus climate through social and emotional supports; and utilizing district support to transform systems.

TIMELINE

October 1, 2010- February 2011

1. Hire Campus-based grant program manager.
2. Contract with external provider.
3. Contract with external evaluator.
4. Collaborate with SIRC to complete the School Snapshot.
5. Complete needs assessment of student academic performance and student, staff, parent, and community views of academic/instructional/school culture needs.
6. Complete site visits to successful school improvement models.
7. Select school improvement model.

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

Part 3: Intervention Model

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

- 8. Design school improvement plan and submit model selection and program plan to TEA.
- 9. Establish looping and dual language.
- 10. Establish evaluation processes and procedures.

February 2011-August 2011.

1. Develop and increase teacher and school leader effectiveness.

- a. Hire content specialist coaches.
- b. Hire counselor.
- c. Hire parent liaison.
- d. Develop and establish a system to assess principal leadership skills and abilities.
- e. Develop and establish teacher evaluation systems.
- f. Assess and evaluate the existing system of teachers and leaders rewards and modify it to make it responsive to the school specific needs.
- g. Develop and establish a system of ongoing, high quality, job-embedded professional staff development.
- h. Develop and establish an observational walk-through protocol for assessing and improving teacher quality that includes assessment, feedback, and follow-up.
- i. Develop and establish a coaching system for improving leadership skills and teaching techniques.

August 2011- June 30, 2013.

- j. Use the system of assessment to determine principal leadership skills and abilities.
- k. Use teacher evaluation systems.
- l. Use a system of strategic compensation to reward effective teachers and leaders.
- m. Use ongoing, high quality, job-embedded professional staff development.
- n. Use observational walk-through protocols for assessing and improving teacher quality that includes assessment, feedback, and follow-up.
- o. Use a coaching system for improving leadership skills and teaching techniques.

2. Comprehensive instructional reform strategies.

February 2011-June 2011

- a. Vertically and horizontally align math and reading/ELA curriculums to the TEKS SE and the Texas College Readiness Standards.
- b. Develop and implement a plan for using literacy strategies across all content areas.
- c. Train teachers to use new math and reading/ELA curriculums and literacy strategies.
- d. Train campus content specialist coaches.
- e. Finalize college and career awareness advisory curriculum.
- f. Embed college and career awareness in curriculum.

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Schedule #4B—Program Description**

Part 3: Intervention Model

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

February 2011-June 30, 2013

- g. Train teachers/leaders to disaggregate data and to use it to guide decision-making.
- h. Train teachers to use Pre-AP class teaching strategies.
- i. Train teachers to use SIOP instructional techniques.
- j. Train teachers to use inclusion strategies.
- k. Assure that Miller teachers are using technology at the target tech level.
- l. Provide observational walk-throughs
- m. Coach teachers on using research-based best practice instructional techniques.
- n. Match instructional resources to TEKS-SE's.
- o. Hire teacher units needed for looping.
- p. Establish dual language classes.
- q. Coordinate high school classes with feeder high schools.
- r. Establish looping process.
- s. Train teachers for looping.
- t. Hire administrative secretary.
- u. Train counselor to help students transition to high school.
- v. Develop and use formative and summative assessments that allow teachers to know student learning gaps.

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

January 1, 2011- June 2011

- a. Create a schedule of organized student academic enrichment experiences that occur beyond the normal school day, that are tied to the TEKS, and include job shadowing, physical education, and service learning.
- b. Define a program of family and community engagement activities that are career and college awareness focused.
- c. Create a schedule of organized career and college awareness enrichment experiences for students and parents that occur beyond the normal school day.
- d. Establish a program of curriculum embedded college and career awareness activities.
- e. Use a college/career awareness curriculum during advisory classes.
- f. Train new staff on the Safe and Civil Schools, a positive behavioral support, program.
- g. Hire parent liaison.
- h. Train parent liaison.

August 2011- June 30, 2013

- i. Provide a menu of organized student academic enrichment experiences that occur beyond the normal school day and are tied to the TEKS, and include job shadowing, physical education, and service learning. Encourage and support students in participating in a minimum of 300 hours beyond the school day.

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Schedule #4B—Program Description**

Part 3: Intervention Model

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

- j. Provide a program of family and community engagement activities that are career and college awareness focused.
- k. Provide organized career and college awareness enrichment experiences for students and parents that occur beyond the normal school day.
- l. Provide a program of curriculum embedded college and career awareness activities.
- m. Operate Safe and Civil schools, a positive behavioral support program.

4. Providing operational flexibility and sustained support.

October 1, 2010-June 30, 2013

- a. Use content specialist coaches to support and guide instruction.
- b. Use teachers to provide instructional looping and dual language.
- c. Provide external provider guidance and support throughout the needs assessment process, model implementation, and leadership coaching.

5. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity and having an impact on student achievement.

October 1, 2010- June 30,2013

- a. Establish and implement program evaluation
- b. Use observational walk-throughs and coaching to identify teacher skill growth and improvement.
- c. Use formative and summative assessment, grade level reading assessments, and TAKS to determine student academic growth.
- d. Use leadership skills assessments to determine leadership growth.
- e. Use Safe and Civil school assessments to determine improve campus environment.

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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).

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

Part 3: Intervention Model

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

1	Community (local area industry, Institutes of Higher Education's, and City of Pasadena)
2	Parents
3	Superintendent of Schools
4	Associate Superintendents of Campus Development
5	Associate Superintendents of Curriculum and Instruction
6	Associate Superintendent of Special Programs
7	Associate Superintendent of Leadership and Instructional Support
8	Principals
9	Teachers
10	Students
11	Curriculum specialists
12	Peer facilitators
13	Assistant Principals
14	Counselors
15	Librarians

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline

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

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

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

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A.	Improve Student Achievement in Reading/ELA	Students must be able to read in order to learn and the higher their reading skills the greater engagement in learning. Federal Statutory Requirement #21 2. (A)	<i>Literacy Matters</i> http://www.literacymatters.org/content/readandwrite/reading.htm	08/2011	06/2013
A.	Improve Student Achievement in Mathematics	Students who are successful in Algebra II have a higher chance of succeeding in post-secondary education. Thus, assuring that Miller Intermediate school students are ready for high school math will assure that a greater number of students will take Algebra II. Federal Statutory Requirement #21 2. (A)	<i>K-16 Mathematics Alignment 2000-present</i> http://www.epcae.org/work-k16.htm	08/2011	06/2013
A.	Improve student reading skills using reading grade level assessments to target instruction.	A reading assessment will allow teachers to understand student's grade level reading skills and responsively teach to the gap. Federal Statutory Requirement #21 2. (B)	<i>Annotated Bibliography of Selected Curriculum-Based Measurement Articles</i> http://www.margaretkay.com/PDF files/Response to Intervention/AnnotatedBibliographySelectedCBMarticles.pdf	08/2011	06/2013
A.	Improve student math skills by using formative and summative mathematics assessments.	Math formative and summative assessments will allow teachers to understand student's math gaps and responsively teach to the gap. Federal Statutory	<i>Annotated Bibliography of Selected Curriculum-Based Measurement Articles</i> http://www.margaretkay.com/PDF files/Response to Intervention/AnnotatedBibliographySelectedCBMarticles.pdf	08/2011	06/2013

		Requirement #21 2. (B)	les.pdf		
B.	Improve student reading and ELA skills by aligning reading/ELA curriculums horizontally and vertically and to Texas College standards.	Student learning improves when the instructional challenges of a large district (60 schools-often with vertical and horizontal curriculum gaps) are resolved. Alignment eliminates instructional gaps and reduces the number of students that are not prepared for upper grade level work. Furthermore, aligning curriculums to Texas College standards will assure that students are ready for post-secondary level work. Federal Statutory Requirement #21 2. (B)	<i>Increasing Academic Rigor in High Schools</i> http://www.hsalliance.org/downloads/NNCO/RigorScan.pdf	1/2011	6/2011
B.	Improve student math skills by aligning math curriculums horizontally and vertically and to Texas College standards.	Student learning improves when the instructional challenges of a large district (60 schools-often with vertical and horizontal curriculum gaps) are resolved. Alignment eliminates instructional gaps and reduces the number of students that are not prepared for upper grade level work. Furthermore, aligning curriculums to Texas College standards will assure that students are ready for post-secondary level work. Federal Statutory Requirement #21 2. (B)	<i>The Silent Epidemic Perspectives of High School Dropouts</i> http://www.civicerprises.net/pdfs/thesilentepidemic3-06.pdf	01/2011	06/2011
C.	Improve student learning by improving teaching through coaching and observational walk-throughs.	Coaching and observational walk-throughs will be used to improve classroom instruction. Depending on the quality of instruction occurring in the classroom, teachers will benefit from a weekly, monthly, or quarterly walkthrough. The walkthroughs will identify areas of instructional improvement needed and	<i>What is a Professional Learning Community?</i> http://www.allthingsplc.info/pdf/articles/DuFourWhatIsAProfessionalLearningCommunity.pdf	08/2011	6/2013

		they will be looked for during the next walk-through. Federal Statutory Requirement #21 1. (B)			
C.	Improve student learning by improving teaching through embedded professional staff development, vertical/horizontal team meetings, and faculty meetings to develop instructional skills.	Instruction improves when teachers attend appropriate staff development, vertical/horizontal team meetings, and faculty meetings. Federal Statutory Requirement #21 1. (D)	<i>Professional Learning Communities: Communities of Continuous Inquiry and Improvement</i> http://www.sedl.org/pubs/change34/welcome.html	08/2011	6/2013
Add additional pages as needed.					

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A.	Increase the use of quality data by training administrators to disaggregate academic data for the district.	When data is disaggregated district-wide, administrators can understand instructional priorities. Once instructional priorities are established, professional staff development can be targeted as well as other district resources. Federal Statutory Requirement #21 2. (A)	<i>What Works? Research into Practice: Using Data to Improve Student Achievement</i> http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Using_Data.pdf .	06/2011	06/2013
A.	Increase the use of quality data by training administrators to disaggregate campus academic data.	When campus data is disaggregated, administrators can understand campus-based instructional priorities. Once instructional priorities are established, Campus leadership can be target campus resources. Federal Statutory Requirement #21 2. (A)	<i>What Works? Research into Practice: Using Data to Improve Student Achievement</i> http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Using_Data.pdf .	06/2011	06/2013
A.	Increase the use of quality data to drive instruction by training teachers to disaggregate student academic data.	When teachers disaggregate, student data, they can understand student learning gaps and make them instructional priorities. Once instructional priorities are established, teachers can more efficiently budget their time and resources to help students improve academically. Federal Statutory Requirement #21 2. (A) and (B)	<i>What Works? Research into Practice: Using Data to Improve Student Achievement</i> http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Using_Data.pdf .	06/2011	06/2013

B.	Increase the use of quality data to identify and remedy organizational and instructional gaps, to make decisions on using district resources, and for continuous quality assurance.	Decisions that are made from quality data will keep Pasadena ISD's aligned to State and Federal requirement, and its own strategic plan. Federal Statutory Requirement #22 (B)	<i>What Works? Research into Practice: Using Data to Improve Student Achievement</i> http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Using_Data.pdf .	06/2011	06/2013
Add additional pages as needed.					

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A.	Increase leadership effectiveness by identifying the principal's leadership skills.	The principal is the instructional and operational leader of the school. If a principal does not lead staff, then student academic performance falls. Federal Statutory Requirement #21.1.(B) and <i>Permissible Activities</i> 23. (C)	<i>Developing Leadership Skills</i> http://www.academicleadership.org/leader_action_tips/Developing_Leadership_Skills.shtml	10/2010	1/2011
A.	Increase leadership effectiveness by improving leadership skills.	Instructional leadership skills are skills that can be learned and incorporated into a leadership style. Federal Statutory Requirement #21. 1. (D)	<i>Laying a Foundation for Success for New Academic Leaders</i> http://www.facultyfocus.com/articles/academic-leadership/laying-a-foundation-for-success-for-new-academic-leaders/	06/2011	06/2013
A.	Increase leadership effectiveness by providing leadership job-embedded training.	Job-embedded training will provide campus leaders a way to stay aligned and using instructional leadership best practices. Federal Statutory Requirement #21. 1. (D)	<i>Job-embedded Professional Development</i> http://www.txstate.edu/edphd/PDF/jobpd.pdf	06/2011	06/2013
A.	Increase leadership effectiveness by improving instructional leadership skills.	Coaching during the learning process allows the learner to integrate instructional leadership techniques with fidelity and faster. Federal Statutory Requirement #21. 1. (D)	<i>Instructional Coaching: Kansas Coaching Project</i> http://www.instructionalcoaching.org/	06/2011	06/2013
B.	Increase leadership effectiveness by increasing operational flexibility by dedicating one staff person to	Because of the diversity of Miller's students learning needs (18% LEP), bringing all students to the same level of literacy	<i>Why Instructional Coaching?</i> http://www.pacoaching.org/index.php?option=com_content&task=view&id=28	06/2011	06/2013

	literacy specialist coaching.	is a challenge. Dedicating one person students with literacy learning gaps will allow students to gains skills faster.	emid=52		
B.	Increase leadership effectiveness by increasing operational flexibility by dedicating four staff to content specialist coaching and curriculum over-site.	Having an additional four staff, one each dedicated to math, science, ELA/reading, and social studies to align curriculums, match instructional resources to standards, and to coach teachers will increase the quality of classroom instruction.	<i>Why Instructional Coaching?</i> http://www.pacoaching.org/index.php?option=com_content&task=view&id=28&Itemid=52	06/2011	06/2013
B.	Increase teacher and leadership collaborations through CoreWorks self-reflective assessments that allow teachers and leaders to understand their instructional and leadership strengths and weakness.	Having both leaders and teachers use the self-reflective assessment tool will help them identify their teacher/leader collaboration needs and provide them with a rubric for eliminating the needs.	<i>Developing Leadership Skills</i> http://www.academicleadership.org/leader_action_tips/Developing_Leadership_Skills.shtml	9/1/2010	6/1/13
C.	Increase instructional effectiveness by increasing technology use in the classroom.	Technology use in the classroom is essential for the 21 st century learner to be competitive in the workforce.	<i>Integrating Technology into Instruction</i> http://www.infotoday.com/MMSchools/mar00/robertson.htm	06/2011	06/2013
C.	Increase leadership effectiveness by using data to drive leadership decisions.	When data is not the foundation of decision-making, then, the campus is at risk of losing focus and committing precious resources to activities and strategies that do not make a difference. Using data to drive decisions will keep Miller aligned with state, national, and Texas College standards.	<i>What Works? Research into Practice: Using Data to Improve Student Achievement</i> http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Using_Data.pdf	06/2011	06/2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Increase Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A. B.	Increase learning time by establishing a process of looping. Teachers will follow students.	When teachers follow students, they recapture the first month of school that they spend becoming acquainted with students, learning their knowledge gaps and re-teaching. Requirement #21. 4. (A)	<i>Looping: Adding Time, Strengthening Relationships.</i> http://www.ericdigests.org/1998-2/looping.htm	8/2011	6/2013
A. B.	Increase learning time by providing students with a menu of educational enrichment activities and encourage students to participate in a minimum of 300 additional hours of school.	Engaging students in TEKS aligned enrichment activities beyond the school day is another opportunity to teach and for students to learn. Requirement #21. 4. (A) And Requirement #21. 3. (A)	<i>When Elementary Schools Stay Open Late: Results From the National Evaluation of the 21st Century Community Learning Centers Program</i> http://epa.sagepub.com/cgi/content/abstract/29/4/296	8/2011	6/2013
A. B.	Increase learning time by providing an advisory curriculum on post secondary career and education opportunities.	Advisory provides an uninterrupted opportunity to explore colleges and careers and an opportunity for students to build a vision of pursuing future academic opportunities. Requirement #21. 3. (A)	<i>Attachment in the Classroom</i> http://www.springerlink.com/content/m3843268880q0460/	8/2011	6/2013
C.	Increase learning time by allowing staff collaboratively planning weekly.	Collaborative planning helps teachers share and problem solve using best practices in the classroom. Requirement #21. 1. (D)	<i>What is Teacher Collaboration, and How Does it Relate to Other Current School Practices?</i> http://www.slc.sevier.org/tcollab.htm	8/2011	6/2013

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Texas Title I Priority Schools Grant
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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
A.	Increase parent involving through an organized series of college/career awareness activities	Parents need support in understanding the post-secondary/career opportunities available to their students. Requirement #21. 3. (B)	<i>Critical Issue: Supporting Ways Parents and Families Can Become Involved in Schools</i> http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa100.htm	8/2011	6/2013
B.	Increase parent involvement by communicating through translated materials	Seventy-two percent of the PHMS students are minority. While Miller's LEP population is 18%, the districts LEP population is 26%. This means that Miller has a sizable number—between 18% and 26% of its parents whose primary language is not English. Therefore, written communications will only reach all parents when translated. Requirement #21. 3. (B)	<i>Helping Parents Communicate Better with Schools</i> http://www.education.com/reference/article/Ref_Helping_Communicate/	8/2011	6/2013
C.	Increase parent involvement by providing them access to community services through counselors and Communities In Schools	Students perform better academically, have reduced absenteeism, and fewer disciplinary problems when families are stable. Requirement #21. 3. (B)	<i>Critical Issue: Supporting Ways Parents and Families Can Become Involved in Schools</i> http://www.ncrel.org/sdrs/areas/issues/envrnmnt/famncomm/pa100.htm	8/2011	6/2013
C.	Increase community involvement by referring students and families to the campus-based mental health services.	Students perform better academically, have reduced absenteeism, and fewer disciplinary problems when families are stable. Requirement #21. 3. (B)	<i>Helping Parents Communicate Better with Schools</i> http://www.education.com/reference/article/Ref_Helping_Communicate/	8/2011	6/2013
C.	Increase parent involvement through parent liaison outreach.	Students perform better academically, have reduced absenteeism, and fewer disciplinary problems when families are stable. Requirement #21. 3. (B)	<i>More than Academics: How Well Public Schools Provide Emotional Support</i> http://www.publicschoolreview.com/articles/190	8/2011	6/2013

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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
A.	Improve school climate by improving student attendance.	Some attendance behaviors evolve over time because students do not understand expectations. Safe and Civil Schools is all about setting and reinforcing expectations. Requirement #24. (C)	<i>Welcome to Safe and Civil Schools</i> http://www.safeandcivilschools.com/	8/2011	6/2013
A.	Improve school climate by increasing the number of students who plan to pursue postsecondary career and education opportunities.	Students who are engaged in their learning and see education as making a positive difference in their lives will improve attendance. College and Career awareness activities embedded in the school day will allow students the exposure they need to develop a vision of post secondary opportunities and to engage in their learning. Requirement #23. (E) (1)	<i>Early College Awareness: Elementary & Middle School</i> http://www.collegeaccesscenter.org/studentcenter/earlyawareness.asp	8/2011	6/2013
B.	Improve school climate by decreasing student disciplinary referrals.	Some behaviors evolve over time because students do not understand behavioral expectations. Safe and Civil Schools is all about setting and reinforcing behavioral expectations. Requirement #24. (C)	<i>Attachment in the Classroom</i> http://www.springerlink.com/content/m3843268880q0460/	8/2011	6/2013
C.	Improve school climate by increase the number of students who are engaged in the school culture.	Every student will be involved in existing Extra/Co-curricular activities or new ones available through the new extended day activities. Some of these activities might include service learning projects. Students who are engaged in extra/co-curricular activities are more likely to attend school and exhibit behavioral problems. Requirement #24. (C)	<i>Extracurricular Participation and Student Engagement</i> http://nces.ed.gov/pubs95/web/95741.asp	8/2011	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
A.	Increase teacher quality through observational classroom walk-throughs.	Observational classroom walkthroughs are excellent for assessing teacher classroom instruction. When instructional issues are identified in a walk-through, the walk-through serves as an excellent platform for guidance and direction. The walk-through form developed by PISD allows for this process and a way to gauge teacher growth. Requirement #24. (C)	<i>Center for Educator Compensation Reform</i> <i>OBSERVATIONS OF TEACHERS CLASSROOM PERFORMANCE</i> www.cecr.ed.gov/guides/CECRTeacherObservationModel.pdf	8/2011	6/2013
B.	Increase teacher quality through coaching, collaborative planning, and BlackBoard discussions, will support teachers in continuously improving instruction.	Without embedded professional development, teachers can become isolated from current teaching trends and from stimulating ideas and knowledge. Requirement #21. 1. (D)	<i>Program Design: Collaboration Through Mentoring & Peer Coaching</i> http://www.mentors.net/03library/collab_pc.html	8/2011	6/2013
C.	Increase teacher quality through a system of rewards will allow a teacher to know when they are meeting instructional goals and provide them with a structured process for reaching them.	A reward system will identify steps to reaching goals for teachers. This will provide teachers with a concrete goal and a process for improve student achievement. This will not only improve student achievement, it will improve teacher morale. Requirement #21. 1. (C)	<i>Center for Educator Compensation Reform</i> <i>OBSERVATIONS OF TEACHERS CLASSROOM PERFORMANCE</i> www.cecr.ed.gov/guides/CECRTeacherObservationModel.pdf	8/2011	6/2013

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6-A. B. C.	Establish a teacher looping and dual language program.	Looping allows teachers and students to develop relationships. It also helps teachers eliminate re-teaching, as they taught students the previous year and can start where they ended. Dual language programs promote bilingualism, bi-literacy, academic achievement, and multicultural awareness for all students. Requirement #21. 4. (A)	<i>North Central Regional Educational Laboratory: Looping</i> http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in5lk10.htm <i>National Dual Language Consortium</i> http://www.dual-language.org/	8/2011	6/2013

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

Part 4: Waiver Requests

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

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

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

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

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<p>by telephone/e-mail/FAX on _____ by _____ of TEA.</p>		<p align="center">Texas Title I Priority Schools Grant Schedule #4C—Performance Assessment and Evaluation</p>
<p>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)</p>		
<p>Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing ongoing monitoring of grant activities to ensure continuous improvement</p>		
<p>While the specific details of the ongoing monitoring and continuous improvement will be defined during year one, the following will discuss the process that will be used to assure program implementation fidelity.</p> <p>The external evaluator will be hired and he/she will create protocols, spreadsheets and databases that will be used to track and maintain process data. An implementation team, consisting of the principal, project manager, curriculum specialist, parents, and the Associate Superintendent, will insure implementation fidelity by monthly review of the evaluators process data and grant objectives that will center around (1) development of teacher and leadership effectiveness, (2) the use of the comprehensive instructional reform activities, (3) the use and effectiveness of increased learning time. Data on progress or non-progress will be used for feedback. The implementation team will be the venue for identifying program implementation problems, problem-solving program problems, and continuous improvement.</p> <p>The external evaluator will participate in monthly conference calls to review grant management, program delivery following timelines, and problem solving implementation. Monitoring will include: (1) development of teacher and leadership effectiveness, (2) the use of the comprehensive instructional reform activities, (3) the use and effectiveness of increased learning time.</p> <p>Miller Intermediate School and Pasadena Independent School District will allow TEA site visits and will support TEA in securing any evaluation and program information requested.¹⁰</p>		

¹⁰ FERPA laws will be followed in releasing information.

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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

Until the final plan is developed, the specific activities monitored for the formative evaluation cannot be defined. However, in general, the following areas will be monitored.

Formative evaluation will begin with the grant award and will focus on monitoring grant activity implementation, the fidelity implementation, and whether or not it was implemented according to the timeline. In addition, the formative evaluation data will alert the implementation team that a program strategy or activity is not advancing toward the desired outcome and needs revision.

The formative evaluation will track the following activities:

- The administrator leadership skills and abilities are assessed and skill gaps identified.
- Administrator leadership gap remedies are identified and implemented.
- Remedy activities are documented and assessed for effectiveness.
- Observational walk-throughs are completed, documented, and evaluated.
- Observational walk-through data is used for teacher guidance.
- Coaching occurs, is documented, and tracked for teacher and leader improvement.
- Lesson plans integrate technology and demonstrate Quadrant 'D' teaching.
- Collaborative teaching meetings, coaching sessions, and teacher attendance is documented and evaluated.
- The data disaggregation activities are documented and evaluated.
- The math and reading/ELA curriculum alignment to State, Texas College and National standards is evaluated for completion, fidelity, and use.
- The number of college awareness activities is identified and effectiveness and attendance evaluated.
- Parent and community involvement is identified and evaluated.
- The use and effectiveness of the literacy coaches will be identified and evaluated.
- The student disciplinary actions will be tracked, monitored, and evaluated.
- The use of data to drive instruction will be documented and evaluated.
- The number of enrichment and service learning activities that result in extended school day activities will be tracked and evaluated as will the number of hours each student attends.
- Teacher looping and dual language student improvement will be tracked and evaluated.

This process will provide Miller Intermediate a formative assessment process for understanding the effectiveness of the curriculum alignment, classroom instruction, and looping; understanding student academic achievement at the campus level; and guide instructional decisions by teachers for individual students.

Miller will, through this assessment process, provide a formative assessment of its capacity and commitment to carry out the grant intervention models. Miller will also provide access for onsite visits by TEA and its contractors.

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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 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

Data collection methods to evaluate Miller Intermediate's program will be aligned to its objectives and performance measures. External evaluation staff will work with the implementation team to collect data. Qualitative and quantitative process performance measures will be documented continuously using: meeting minutes, checklists, sign-in sheets, and excel spreadsheets and qualitative and quantitative outcome performance measures will be documented by using the following data collection methods:

Quantitative methods (1) online and scanable surveys (developed by evaluator) administered at baseline, midterm, and end of the project to students (satisfaction and attitudes towards regular and extended school day activities), teachers (satisfaction and usefulness of trainings and coaching, increase in confidence and ability to differentiate instruction based on data disaggregation, and satisfaction with looping) and administrators (satisfaction and usefulness of trainings and coaching), (2) trend analysis of annual reviews of AEIS reports and school records for scores on TAKS and other end of year standardized tests (student achievement) and (3) trend analysis of supplemental formative, summative, and diagnostic assessments.

Qualitative methods: Annually, evaluation staff will conduct interviews with a minimum of 10% of the teachers and administrators asking about their satisfaction with program delivery and possible changes resulting from the program.

The quantitative data will be analyzed using descriptive statistics and repeated measures for change over time with SPSS software. Qualitative content analysis will be conducted on transcriptions of interviews and examination of comments for themes.

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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 followed to determine the performance goals for Miller Intermediate School involved research of best practices, creation of goals based on proven strategies, ongoing review of goals, and revision of goals, as needed. Meetings will take place with implementation committee, which includes the School Principal, Associate Superintendent of Curriculum and Development, campus based grant coordinator, teacher representative, Technical Assistance Provider, and the Department of Research and Evaluation. During the initial meeting, the committee will use the Critical Success Factors (CSF) as a guide for monitoring performance goals. For each CSF, the committee used the following to develop the milestones:

- **Improve Academic Performance, including (but not limited to) Reading/ELA and Math-** Performance goals will include assessing the completion of curriculum alignment for all grade levels to the TEKS Student Expectations and the college readiness standards, vertically and horizontally; implementation of a literacy initiative across all subject levels that will include a writing component and sustained silent reading; the use of coaches for improving leadership and instruction; effectiveness of teacher looping for instructional continuity; and extended day learning opportunities. It will also include student Reading/ELA and Math performance.
- **Increase the Use of Quality Data to Drive Instruction-** Performance goals include assessing the use of training on using data to make instructional decisions in the classroom and evaluating instructional resources for depth and rigor and use of data to determine training and coaching needs.
- **Increase Leadership Effectiveness-** Performance goals will assess external providers guidance of the leadership effectiveness assessment process, the response to leadership training needs, and the effectiveness of coaching to support leadership development.
- **Increase Learning Time-** Performance goals will assess the effectiveness of the extended school day learning opportunities. It will consider the number participants, hours of participation, and activities attended in relationship to student learning.
- **Increase Parent/Community Involvement-** Performance goals will assess the effectiveness of campus events that expose parents to college and career awareness, the ESL and computer classes, and the supports provided by the Communities In Schools staff.
- **Improve School Climate-** Performance goals will assess the effectiveness of implementing the positive behavioral and intervention support strategies in Safe and Civil Schools to foster improved behavioral and classroom management and the expected relationship development occurring from teacher looping.
- **Increase Teacher Quality-** Performance goals will assess the effectiveness of providing job-embedded professional development, using content specific Instructional Coaches and Literacy coaches for improving teacher quality and providing teachers with training on how to regularly integrate technology into instruction.

The implementation committee will consider what activities under each CSF that will support the areas of the chosen model and address the needs of the campus. Each activity will have baselines -current year's performance- that serve as an initial guide for determining the actual goals for Years 1, 2, and 3. Using the baseline figure, the goal will include the baseline plus an achievement stretch.

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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.

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Once the project and activities are refined, the performance measures will need modification to better measure for the intended result. The implementation committee will meet periodically to review the performance measures to ensure each is a realistic measure. Performance measures will only be revised with the approval of the implementation committee. The performance goals in Schedule 4C, Part 3 are a projection based on expected outcomes from the campus needs assessment.

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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 LEP Student Achievement in Reading/ELA	TAKS	57%	61%	65%	74%
2	Improve LEP Student Achievement in Mathematics	TAKS	62%	69%	72%	81%
3	Increase the number of students reading on grade level	STAR test	17% are reading on grade level or higher	20%	25%	50%
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Lesson plans will reflect the learning needs identified in the data	Lesson plans	D. N. A.	0% 15% CDD.	25%	35%
2	Increased number of horizontal meetings discussing data and instructional techniques responsive to the gaps	Minutes	D. N. A.	10 per teacher	75% attend 10	85% attend 10
3	Observational walk-through identify increased use of differentiated instructional techniques	Walk-through protocols	D. N. A.	20%	25%	35%
4	Reflective coaching shows evidence of data driven instruction	Coaching documentation instrument	D. N. A.	20%	25%	45%
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increased teacher retention	PISD Human Resources	12%	11.5%	11%	10%
2	Decreased disciplinary referrals	PEIMS	569	500	455	342
3	Increased effective teaching	TAKS scores	64%	70%	74%	82%
4	Improved campus culture	Staff/student/parent surveys	D. N. A.	50% positive responses	60% positive responses	70% positive responses
5	Reflective leadership coaching shows increased leadership skills	Coaching documentation	D. N. A.	50%	55%	75%

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	Students will attend extended school day enrichment activities	Attendance	D. N. A.	Baseline will be established in Year 1	25% beyond baseline	35% beyond baseline
2	Students will improve academic performance	TAKS	64%	69%	74%	82%
3	Students will increase the number of Pre-AP classes attended.	Registrar	D. N. A.-	Baseline will be established in Year 1	25% increase on baseline	45% increase on baseline
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Parents will attend college/career awareness activities	Attendance/sign-in sheets	D. N. A.	30%	35%	40%
2	Parents will attend ESL classes	Attendance/sign-in sheets	D. N. A.	1%	2%	3%
3						
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Teacher job satisfaction is improved	Human Resources documentation of annual resignation	12% turnover rate	11.5% turnover rate	11% turnover rate	10% turnover rate
2	Student academic engagement is improved	Observational walk-through	D. N. A.	30%	35%	50%
3	Disciplinary referrals are reduced	PIEMS	569	500	455	342
4	Attendance is increased	PIEMS	94.6%	95%	95.6%	96.6%
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	Teachers are SIOP trained	Number of certifications	D. N. A.	10 teachers	20 teachers	25 teachers
2	Student academic achievement improves	TAKS	64%	69%	74%	82%
3	Teachers instruction improves	Coaching records	D. N. A.	45%	50%	55%
4	Teachers disaggregate data and reflect needs in lesson plans	Lesson Plans	D. N. A.	45%	50%	55%
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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Texas Title I Priority Schools Grant

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

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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

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

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

Barrier: Gang-Related Activities

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

Barrier: Drug-Related Activities

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

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

Barrier: Drug-Related Activities (cont.)

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

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Texas Title I Priority Schools Grant

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	<u>101-917</u> County-District No.		
by telephone/e-mail/FAX on _____ by _____ of TEA.			_____ Amendment No.		
Texas Title I Priority Schools Grant Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Shortage of Qualified Personnel					
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others	
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Knowledge Regarding Program Benefits					
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others	
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Transportation to Program Activities					
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others	
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Barrier					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

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	by telephone/e-mail/FAX on <u>9-24-10</u> <i>10/20/10</i> by <i>K</i> of TEA. <i>Jones</i> School Years 2010-2013 <i>Connelly</i>		Amendment No.

Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

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

Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100 \$ 3,618,925	\$ 151,857	\$	\$ 3,770,782
Professional and Contracted Services	5C 6200 1,080,000			1,080,000
Supplies and Materials	5D 6300 319,218 \$119,826			319,218 \$119,826 <i>J</i>
Other Operating Costs	5E 6400 80,000			80,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600 /15X X \$199,392			\$199,392 <i>J</i>
	Total Direct Costs	5,098,143	151,857	5,250,000
	2.116 % Indirect Costs		<i>no indirects</i>	

Grand Total *KE 9-24-10.*

Total Budgeted Costs:	\$ 5,098,143	\$ 151,857	\$	\$ 5,250,000
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Administrative Cost Calculation	
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs	5,250,000
Multiply by .05 (5% limit)	X .05
Enter Maximum Allowable for Administration, including Indirect Costs	\$ 262,500

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by telephone/e-mail/FAX on <u>9.27.10</u> by <i>ke</i> of TEA.		

Texas Title I Priority Schools Grant

Schedule #5—Program Budget Summary

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

Year 1: SY 2010-2011 \$1,750,000
 Year 2: SY 2011-2012 \$1,750,000 *
 Year 3: SY 2012-2013 \$1,750,000 *

* 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

The budget is based on the plan described in the plan.

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by telephone/e-mail/FAX on <u>9-24-10</u> by <i>K</i> of TEA.		

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

Budgeted Costs

	Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	300 hours of extended School Day hours for two years and looping	48	25	\$	\$ 2,596,143
2	Educational Aide					
3	Instructional Project Coordinator	(Pay Grade-A02)--This position will be campus-based and responsible for assuring all grant funded activities are in place. He/she will be overseeing/ leading/and guiding curriculum alignment, teacher/leader mentoring and coaching.	1			255,000
Program Management and Administration						
4	Principal					
5	Principal secretary					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant		1			84,000
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper	This will cover the cost of staff time to submit financial reports and to draw-down the grant funding.		1		30,000
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor	Pay Grade-A00	1			216,000
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator			1		57,000
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: Compliance			1		30,000
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$ 3,268,143
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay-- 165 days @ \$85 per day X three years			\$	\$ 41,820
28	6119	Professional Staff Extra-Duty Pay--extra days for secretary and principal for three years				37,857
29	6121	Teacher incentives @ 100 X \$1,000				100,000
30	6140	Employee Benefits				322,962
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 502,639
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$ 3,770,782

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by telephone/e-mail/FAX on <u>9-24-10</u> by <i>JK</i> of TEA.		

Texas Title I Priority Schools Grant

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

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

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.	Self reflective assessment tool		\$	\$ 6,000
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Subtotal

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

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

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

SIRC services—summer training

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		1	\$ 30,000	\$	\$ 30,000
Title: Consultant for approximately 60 days of support per year					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:			\$ 30,000	\$	\$ 30,000

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by telephone/e-mail/FAX on <u>9-24-10</u> by <i>PK</i> of TEA.		

Texas Title I Priority Schools Grant

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

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

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

External consultant services – for three years of teacher and leader coaching.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	5-10			
Title: Consultant for approximately 60 days of support per year		\$ 400,000	\$	\$ 400,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 400,000	\$	\$ 400,000

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

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

Curriculum evaluation- will evaluation math, science, and ELAR curricula for vertical, horizontal, and college readiness standards, support curricula revisions, and train teachers to use the new curricula.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	5-10			
Title: Consultant for approximately 120 days		\$ 324,000	\$	\$ 324,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 324,000	\$	\$ 324,000

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

Extended Day enrichment activities—to purchase contractual service from vendors who will provide academic enrichment services for extended day school and summer programming.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	5-10			
Title:		\$ 190,000	\$	\$ 190,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 190,000	\$	\$ 190,000

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

Pre-AP training- will provide training to increase the rigor of instruction to Pre-AP criteria

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	5-10			
Title:		\$ 130,000	\$	\$ 130,000
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				

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Other Operating Costs			
Capital Outlay (Subgrants Only)			
Indirect Cost (____%)			
Total Payment:	\$ 130,000	\$	\$ 130,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:	\$	\$	\$ 1,074,000
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			6,000
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			\$1,074,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:			
Grand Total:			\$1,080,000

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by telephone/e-mail/FAX on <i>9-24-10</i> <i>10/20/10</i> by <i>[Signature]</i> of TEA. <i>Jones Candy</i>	School Years 2010-2013	Amendment No.

Texas Title I Priority Schools Grant
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval

Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$ 0	
	#	Type	Purpose			Quantity
	1	0	0			0
	2					
	3					
	4					
5						
6399	Technology Software- Not Capitalized — diagnostic and prescriptive math and reading software — @ \$268 per license X 744 students				199,392	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					199,392	
Remaining 6300- Supplies and Materials that do not require specific approval: Extended school day supplies and materials					119,826	
Grand Total				\$	\$19,218	

\$119,826

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by telephone/e-mail/FAX on <u>9-24-10</u> by <i>K</i> of TEA.		

Texas Title I Priority Schools Grant

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

Expense Item Description		Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose:	\$	\$
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:		
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:		
6429	Actual losses which could have been covered by permissible insurance		
6490	Indemnification Compensation for Loss or Damage		
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		
6499	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:		
Total 64XX- Operating Costs Requiring specific approval:			
Remaining 6400 - Other Operating Costs that do not require specific approval:--transportation for extended learning*		80,000	80,000
Grand Total		\$ 80,000	\$ 80,000

*This transportation cost will allow Miller to transport students home from school after the extend school day activities.

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 Adjustments and/or annotations made on this page have been confirmed with KIM KELLEY
 by telephone/e-mail/FAX on 10/20/10
 by JAMES CONNOLLY of TEA.

TEXAS EDUCATION AGENCY
 Standard Application System (SAS)

101-917
 County-District No.

School Years 2010-2013

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Texas Title I Priority Schools Grant

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

	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12	DIAGNOSTIC AND PRESCRIPTIVE MATH & READING SOFTWARE	\$268	744		\$199,392 JC
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: \$199,392 JC

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>101-917</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>101-917</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

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

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

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

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

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

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

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

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

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W. Agency Property (terms): In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.

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

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

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

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

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

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

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

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

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>101-917</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>101-917</u> County-District No.
Texas Title I Priority Schools Grant		

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

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>101-917</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>101-917</u> County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.) **Do not sign and submit this disclosure form unless lobbying activities are being disclosed.**

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

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

Federal Use Only:

Standard Form LLL

SCHEDULE #6ENCLB ACT PROVISIONS &
ASSURANCES101-917

County-District No.

Texas Title I Priority Schools Grant

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>101-917</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>101-917</u> County-District No.
Texas Title I Priority Schools Grant		

- 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 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.

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

TEXAS EDUCATION AGENCY
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

SCHEDULE #6E - cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>101-917</u> County-District No.
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

8. Teacher Mentoring: Activities that-

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

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

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

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

Revised 03/03

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>101-917</u> County-District No.
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Federal Statutory Requirements

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

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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- 4) For LEAs selecting the TEA Designed Model, the applicant must participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
- 5) The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
- 6) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 7) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 8) The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
- 9) The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
- 10) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will implement the following federal requirements.
 1. Develop and increase teacher and school leader effectiveness.
 - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
 - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
 1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 2. Are designed and developed 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](http://www.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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Pasadena Independent School District	101-917
		LEA Name	County-District#
Miller Intermediate		101-917-048	
Campus Name		Campus Number	
		IV	
9-Digit Vendor ID#		ESC Region	
	August 31, 2010		
by telephone/e-mail/FAX on _____ by _____ of TEA.		NOGA ID# (Assigned by TEA)	Date of Report

Texas Title I Priority Schools Grant

Tier III 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	Miller Intermediate identified a need to increase reading and math skills. Student skills in these content areas are low among all students as evidenced by the STAR assessment and the 2010 TAKS test.
	B	The need to close the gaps between ELAR and Math TAKS scores has been identified. Data analysis shows gaps in Met Standard and Commended scores among the different subpopulations indicating the need for horizontal and vertical curriculum alignment.

	C	Teachers need campus-based coaching and assessment to improve instructional rigor.
2. Increase the Use of Quality Data to Drive Instruction		
Milestones	A	Teachers lack knowledge on how to use data. Training on data disaggregation and analysis is needed for teachers.
	B	Not all teachers are using data to make decisions to improve student learning. Increased opportunities are needed to use student data to drive decisions made for students.
	C	Teachers do not meet as a team on a regular basis to discuss data and its use for improving instruction. A need for regular meeting time for teachers to use data to drive instruction has been identified.
3. Increase Leadership Effectiveness		
Milestones	A	School leadership lacks regular job-embedded training. Miller Intermediate has a need for additional trainings for school leadership during the work day.
	B	There is a limited process available for coaching and curriculum over-site. Miller Intermediate needs dedicated staff to focus on coaching to improve the quality of classroom instruction and to review the curriculum on a regular basis.
	C	There is limited integration of 21 st century technology. Miller needs training on integrating technology into instruction.
4. Increase Learning Time		
Milestones	A	Not all students receive the enriched learning from programs beyond the school day. Additional opportunities for academic enrichment before and after school is a need identified by Miller Intermediate.
	B	Students need more instructional time to successfully acquire the knowledge and skills which the traditional day does not provide.
	C	Staff lack time to share best practices in the classroom. Weekly collaborative planning is needed at Miller Intermediate.
5. Increase Parent / Community Involvement		
Milestones	A	Limited parental involvement activities are offered. There is a need to offer an organized series of activities about college and careers for parents.
	B	There is a lack of communication between LEP parents and the school. Better communication between parents and Miller Intermediate is needed to keep the parents informed about their child's education.
	C	Access to and knowledge of social services is low. Parents need education on the services available to meet their basic needs of life.
6. Improve School Climate		
Milestones	A	Miller Intermediate needs to increase student daily attendance. Students do not possess an understanding of the importance of daily attendance.
	B	Behavior on all grade levels needs improvement. Student disciplinary referrals are high in all grade levels.
	C	Students lack sufficient opportunities in extra/co-curricular activities offered through extended day activities. Additional extra/co-curricular activities are needed to increase the number of students who are engaged in the school culture.
7. Increase Teacher Quality		
Milestones	A	The teacher observation protocol needs a section that allows for self-evaluation with reflection.
	B	The offerings for job-embedded staff development need to be increased.

C	Miller Intermediate needs to attract and retain highly qualified, effective math and reading teachers and reduce staff turnover.
Other Identified Needs (not listed above)	
A	Relationship development is needed between students and teachers.
B	A need for additional strategies that increase academic achievement exists.

Part 2: Budget by Identified Needs	
Enter the percent of the "Total Grant Funds" budgeted for each of the following categories.	
Improve Academic Performance	34%
Increase the Use of Quality Date to Drive Instruction	6%
Increase Leadership Effectiveness	8%
Increase Learning Time	29%
Increase Parent / Community Involvement	1%
Improve School Climate	2%
Increase Teacher Quality	5%
Other Remaining Costs	15%
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	45%
Increase the Use of Quality Date to Drive Instruction	3%
Increase Leadership Effectiveness	5%
Increase Learning Time	0%
Increase Parent / Community Involvement	0%
Improve School Climate	4%
Increase Teacher Quality	5%
Other Remaining Costs	38%

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

Part 3: Intervention Description – TIER III 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. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be kept on the campus, or be provided leadership coaching or training**

Kimberly Kelley, Miller Intermediate Principal, has been evaluated and will not be replaced. Ms. Kelley will learn to strengthen her leadership skills through coaching provided by the technical assistance provider. The coaching will focus on using data to drive decisions in all areas of operation and instruction. Ms. Kelley will also study the effectiveness of the the instructional system currently in place on the campus and identify areas of growth for her as a leader.

- 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;**

The District Awards for Teacher Excellence (D.A.T.E.) grant will provide teacher/leader incentives for improvement in student academic achievement. The district will also allot funds to award staff for campus TAKS performance based on the Texas accountability rating system. Teachers who exhibit ineffective practices in the classroom will be placed on Personal Growth Plans to help them improve professionally. After all resources have been exhausted, ineffective teachers will be removed.

- 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**

Job embedded professional staff development will occur at both grade levels in Math, Science, ELA/Reading, literacy, and Social Studies through campus-based content specialists who will coach teachers on increasing instructional rigor and relevance. Teachers will learn to disaggregate data on October 11, 2010 and they will learn to use it to align instruction vertically, horizontally, and according to college readiness standards. Staff members will collaborate and problem solve using coaching and the newly aligned curriculum in the classroom. In preparation for looping, teachers will attend training and testing needed to assure they are certified to transition from 7th to 8th grade. They will also attend training on the instructional concepts associated with looping. Finally, Miller teachers will attend training to become PreAP teachers.

- 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 that—**

- **takes into account data on student growth as a 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**
- **is designed and developed with teacher and principal involvement;**

Financial assistance is available for teachers to earn additional credentials and certifications in ESL, Spanish, and Pre-Advance Placement mathematics, English, science, and social studies to make the transition to looping smooth. All teachers will attend training in the development and effective delivery of rigorous lessons.

Implementation of the training be monitored through walkthroughs and coaching activities. Periodically, teachers will participate in specific training sessions, data disaggregation and discussion, debriefing/collaboration sessions with colleagues, and classroom observations/coaching opportunities during the regular school day. Teachers will earn compensation for their participation in after school, Saturday, and summer teaching and/or learning opportunities. Programmatic planning for extended day and year sessions will involve input and assistance from teachers.

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

Miller will implement comprehensive instructional reform strategies that include: an evaluation of the existing math and ELAR curriculum that identifies grade and content instructional gaps, rewriting the math and ELAR curriculum to remedy the learning gaps, and training teachers to use the new curriculum. Teachers will disaggregate data to identify instruction and curriculum gaps. Content specialist will coach teachers in the use of research-based strategies that are vertically aligned using data to drive instruction and to remedy instructional gaps. They will also coordinate curriculum writing to remedy curriculum gaps.

In addition, Miller will expand student access to PreAP classes, begin dual language, and institute looping. Formative and summative assessments will gauge student academic progress. Teachers will also consider scores from TAKS and student performance on a norm-referenced standardized test such as the Gates-McGinitie or IOWA for reading and mathematics.

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.

Teachers will disaggregate data to identify instruction and curriculum gaps. This will occur October 11, 2010. Miller teachers will attend a training on November 1, 2010 that will instruct them in using the data to eliminate gaps in vertical/horizontal/college readiness standards alignment. District and campus content specialists will coach teachers in using data to drive classroom instruction and to remedy instructional gaps. They will also coordinate curriculum writing to remedy curriculum gaps. Finally, content specialists will evaluate and eliminate existing ineffective teacher resources. Newly identified resources will help teachers teach to the depth and level needed to meet the TEKS-SE's.

Formative and summative assessments will gauge student academic progress. Teachers will also consider scores from TAKS and student performance on a norm-referenced standardized test such as the Gates McGinitie or IOWA reading scores.

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*

Students will extend their learning time by accessing approximately 300 hours of extended day educational enrichment activities available throughout the school year and summer. Students will have a menu of learning opportunities to select from and their attendance and participation will be monitored. Classes in high interest, engaging areas such as the environmental sciences, photography, robotics, and chess will occur during after school and summer enrichment sessions. In addition, a heavy emphasis will encourage the effective use of the current school day to utilize every minute for quality learning. Teachers will receive extensive feedback and training in the effective use of the regular school day ensuring that effective, rigorous bell-to-bell instruction is occurring in all classrooms. Analysis of classroom observations and walkthrough data will determine how effectively teachers are using the regular school day for instructional purposes. Training customized for each teacher will remedy any deficiencies detected in the effective use of instructional time.

B. Provide ongoing mechanisms for family and community engagement.

Students and parents will engage in an organized series of college and career awareness activities that are curriculum-embedded and activity-oriented. Students will benefit from a college and career focused campus culture. Field trips to local colleges and universities and career exploration activities will take place for all students. All students will take the Kuder aptitude inventory to determine aptitude and will receive feedback and available options in the career pathway in which they have the skills and interest to pursue. Results from the Kuder will provide direction for high school, college, and career planning. Support services coordinated by a Communities In Schools counselor and a campus transition counselor will provide assistance to all parents. Parent meetings will occur to train parents on college readiness standards, the appropriate selection of high school and college courses, and financial assistance applications. Miller Intermediate will print all materials in English and Spanish.

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;

Operational flexibility will occur as students will participate in 300 additional hours of instructional activities that will be accessible throughout the school year and during the summer. An external provider will provide sustained instructional support throughout the grant for the administration and staff.

District operational flexibility allows for instructional looping and dual language on the campus to maintain consistency in improving student performance from one grade to the next and sufficiently prepares students for the next grade. Looping allows teachers and students to develop relationships. It also helps teachers eliminate re-teaching, as they taught students the previous year and can start where they ended.

Dual language programs promote bilingualism, bi-literacy, academic achievement, and multicultural awareness for all students. Miller students will enter high school with up to three high school credit in Spanish. Students will also be given the opportunity to earn six hours of college credit in Spanish (AP Spanish Literature and Spanish Language) prior to entry into high school.

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).

Pasadena ISD is committed to making Miller Intermediate a priority transformation school. The district will work with SIRC, other technical assistance providers, and the campus administration to creatively

address logistical issues such as limited bus transportation, curriculum rigor, instruction, and/or staffing protocols. The Associate Superintendent for Curriculum and Instruction will work closely with the campus administration to provide unlimited and timely support in the area of staff development, curriculum evaluations, and the development of the instructional program. The district will support Miller Intermediate in scheduling training in the development of rigorous and relevant instruction, walk through feedback, and classroom observation data discussions. The district instructional specialists and the Associate Superintendent for Curriculum and Instruction will participate in and assist with this effort. Finally, the district will support Miller by providing grant implementation support, payroll support, purchasing support, and will provide a dedicated grant accountant to oversee fiscal responsibility and to submit financial reports.

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 D.A.T.E. grant provides teacher/leader incentives for improved student academic achievement based on content area team performance on the TAKS test. Based on the state accountability ratings, Pasadena I.S.D. provides monetary awards for schools who achieve an Exemplary rating. Stipends are also given to newly hired personnel in critical shortage areas such as special education, bilingual education, math and science.

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

The external evaluator will create protocols, spreadsheets and databases that will track and maintain process data. An implementation team, consisting of the principal, project manager, curriculum specialist, parents, and the Associate Superintendent, will ensure implementation fidelity by monthly review of the evaluators process data and grant objectives that will center around (1) development of teacher and leadership effectiveness, (2) the use of the comprehensive instructional reform activities, (3) the use and effectiveness of increased learning time. Data on progress or non-progress will serve as feedback to the team. The implementation team will identify program implementation problems, problem-solving program problems, and 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.

Miller Intermediate will not be required to accept a teacher without mutual consent of the the teacher and principal, regardless of the teacher's seniority. This is standard operational procedure within the district.

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;

Curriculum evaluations will take place at Miller Intermediate to assess the effectiveness of the dual language curriculum and the curriculum of the core content areas. The content specialists will use observational walk-throughs, coaching, and modeling to ensure that the curriculum is implemented with fidelity and is producing the desired results in increasing student achievement. Curriculum that demonstrates ineffective results will undergo refinement and testing by the content specialists.

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

Pasadena ISD has the IAT-Behavior Response to Intervention model that focuses on the identification of any students in the general classroom setting who are exhibiting academic, social, emotional, communication, or behavioral problems. This comprehensive plan includes a three tiered "response-to-intervention" based research-

based behavioral strategies. Tier I students remain in the general education classroom and receive assessment on attendance, behavior, and grades which are analyzed over six weeks. Scheduled intervention is developed as needed based on data. Without significant progress, the student may go to Tier II for a minimum of four weeks. Students, with distinct difficulties and who have not responded to TIERS I and II, will receive TIER II for a minimum of four weeks. This may lead to a referral to 504/Dyslexia or Special Education. The district has provided the campus with PLATO and SuccessMaker licenses to use for diagnostic and prescriptive intervention.

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;

Administrators and teachers will participate in job-embedded staff development that will guide them on how to use best practices in instruction for students with disabilities and for students who are limited English proficient. Substitute teachers will be placed in classrooms as needed to ensure the staff has ample opportunities to grow professionally while ensuring student education remains a priority. Additional staff development workshops will occur outside of the work day to provide various strategies that will close learning gaps. Inclusion and co-teach models will be utilized to address the learning needs of the special education students within the least restrictive environment including the regular education classroom when appropriate. All teachers will undergo SIOP (Sheltered Instruction Observation Protocol) training for instructional techniques for LEP students.

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

The department of instructional technology will support Miller in integrating technology into instruction and helping all teachers reach the 'Target Tech' level of instruction. Miller's campus based technology liaison will lead the campus integration and learning process and will be responsible for coordinating training needed through the Instructional Technology department. Miller will use computer-based assessments as diagnostic and prescriptive tools to identify learning gaps. Teachers will use interactive whiteboards as a way to deliver instruction and meet the needs of the 21st century learner. The district has developed a 21st Century technologically equipped classroom model, and Miller Intermediate has been diligent in ensuring that all of the school's classroom are 21st Century learning environments. Ongoing staff development will be provided to ensure the effective and creative use of technology.

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;

Miller Intermediate teachers will receive training to teach Pre-Advanced Placement (Pre-AP) classes. By increasing the number of teachers trained to effectively teach Pre-AP, an increase in the number of course offerings for students to select will occur. Teachers who do not teach Pre-AP classes but receive the Pre-AP training will use the strategies in the regular education classes and increase the rigor of the curriculum throughout the campus. Students will have the opportunity to earn high school credit in Algebra as a result of the high school course offerings on the intermediate level.

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

Miller Intermediate will collaborate with the feeder middle school and the high school to conduct a summer bridge program that will help transition students from the middle school to the intermediate school and from the intermediate school to the high school well prepared for the rigor of high school and beyond. The program will allow students to take courses that will help them "catch up" if needed and to accelerate where appropriate. Opportunities to earn high school credit while in intermediate school will be extended to all students. The bridge

program will also allow eighth graders to become comfortable with a large learning environment and to develop social and learning networks.

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;

Miller Intermediate students will be provided opportunities to earn high school credit while still in intermediate school. Some students will have the opportunity to earn college credit by taking AP courses and completing the AP Spanish Language and AP Spanish Literature exams. Grade recovery (intervention) opportunities will be provided by PLATO and SuccessMaker web-based programs.

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

Miller Intermediate will use campus-based and teacher-derived assessments to continuously monitor student progress. Based on results, teachers will tailor their instruction to meet the needs of the students and close learning gaps. In addition, the results will help the teacher decide what interventions are necessary and what topics need re-teaching to produce academic success. In addition, a norm-referenced standardized test will be administered in September and in May of each year to provide grade level equivalency data and to measure growth in reading, mathematics and science.

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;

Miller Intermediate will work with Communities In Schools to identify community social services for students. The school counselor will also serve as a person who can help a student socially and emotionally. Parents will have increased involvement in school activities due to the efforts of the Parent Liaison. The Parent Liaison will connect parents to resources, including campus-based mental health services, and information on how to support they can best support their child during intermediate school. A transition counselor will provide students with a seamless transition from middle school to intermediate school and from intermediate school to high school.

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;

All teachers will receive training in Safe and Civil Schools, CHAMPS, and relationship building programs such as "Capturing Kids Hearts." Miller will implement all strategies school-wide. Advisory periods, built into the regular school day, will allow teachers to utilize their training to ensure that all students are connected with the school and with the faculty and staff on campus. In addition, teachers and staff will carefully monitor each student's success and will intervene at the onset of an academic or emotional struggle. Monitoring of attendance will occur each day for all students. A designated school representative (teacher, counselor) will make contact with the parent/home of each student who is absent to ensure that absences are kept to a minimum.

Also, Miller students will have access to an additional 300 hours of TEKS aligned academic enrichment activities that occur beyond the normal school day and during the summer. Students will be provided a menu of opportunities and expected to participate. Attendance will be monitored and students who do not pursue the enrichment activities will be identified and enrolled.

C. Implement approaches to improve school climate and discipline, such as implementing a system of

positive behavioral supports taking steps to eliminate bullying a student harassment;

Some behaviors evolve over time because students do not understand behavioral expectations. Safe and Civil Schools is about setting and reinforcing behavioral expectations. The entire staff at Miller Intermediate will undergo training in Safe and Civil Schools and CHAMPS. Implementaion of both programs will occur school-wide.

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

N/A

IV. Provide operational flexibility and sustained support.

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

N/A

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

Miller receives funding each year from the district based on a formula that takes the total enrollment of the school from the previous year and multiplies that number by the district-set amount per student. For 2010-2011, the amount per student is \$107. The amount calculated is called the basic funding unit. The district then looks at the number of students in special programs such as special education, Gifted and Talented, Bilingual, and at-risk. An additional allotment is given to the school per program based on the number of students participating. The campus principal with the support from the Site Based Decision Making Committee and the leadership team have full discretion over the spending of the campus allotment.

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

Critical Success Factor	Milestone	Improvement Activity	Begin Date MM / YY	End Date MM / YY
1	A	Improve student reading skills using reading grade level assessments to target instruction and improve student math skills by using formative and summative mathematics assessments.	09/2010	06/2013
	B	Improve student math and reading/ELA skills by aligning reading/ELA curriculums horizontally and vertically and to Texas College standards.	09/2010	06/2011
	C	Improve student learning by improving teaching through coaching and observational walk-throughs.	09/2010	06/2013
2	A	Increase the use of quality data by training administrators and teachers to disaggregate campus academic data.	09/2010	06/2013
	B	Increase the use of quality data to identify and remedy organizational and instructional gaps, to make decisions on using district resources, and for continuous quality assurance by always referring to data to make decisions for students.	09/2010	06/2013
	C	Increase the number of meetings focusing on data as a resource to improve instruction.	09/2010	06/2013
3	A	Increase leadership effectiveness by providing regular leadership job-embedded training.	09/2010	06/2013
	B	Increase leadership effectiveness by increasing operational flexibility by dedicating five staff to content specialist coaching and curriculum over-site.	09/2010	06/2013
	C	Increase instructional effectiveness by increasing technology use in the classroom through interactive whiteboards and computers.	10/2010	06/2013
4	A	Increase learning time by providing students with a menu of educational enrichment activities and encourage students to participate in a minimum of 300 additional hours of school.	09/2010	06/2013
	B	Increase learning time by establishing a process of looping where teachers will follow students from grade to grade.	09/2010	06/2013
	C	Increase learning time by allowing staff to collaboratively plan each week.	09/2010	06/2013
5	A	Increase parent involving through an organized series of college/career awareness activities	09/2010	06/2013
	B	Increase parent involvement by communicating through translated materials	09/2010	06/2013
	C	Increase parent involvement by providing them information and access to community services, including mental health services, through counselors and Communities In Schools	09/2010	06/2013
6	A	Improve school climate by improving student attendance through discussions on postsecondary options during homeroom.	09/2010	06/2013
	B	Improve school climate by decreasing student disciplinary referrals through positive behavior supports, such as Safe and Civil Schools.	09/2010	06/2013
	C	Improve school climate by increasing the number of students who are engaged in the school culture.	09/2010	06/2013

7	A	Increase teacher quality through observational classroom walk-throughs that include a self-evaluation component and reflection.	09/2010	06/2013
	B	Increase teacher quality through technical assistance provider and content specialist coaching, collaborative planning, job-embedded staff development, and BlackBoard discussions that will support teachers in continuously improving instruction.	09/2010	06/2013
	C	Increase teacher quality through a system of rewards that will allow a teacher to know when they are meeting instructional goals and provide them with a structured process for reaching them. The system will also retain highly qualified teachers.	09/2010	06/2013

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.