

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	Highland Park ISD Organization Name	188903 County-District#
		Highland Park ISD Campus Name	188903-001 Campus Number
		751604654 9-Digit Vendor ID#	16 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I **Tier II** **Tier III**

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Bill	R	Mayfield	Superintendent
Phone	Fax	Email	(Please use ink preferred)
806.335.2823	806.335.3547	bill.mayfield@hpsid.net	

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

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.

701-10-112-058

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by telephone/e-mail/FAX on _____ by _____ of TEA.		_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
Proof of Nonprofit Status		
1 <input type="checkbox"/>	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
Assurance of Financial Stability		
2 <input checked="" type="checkbox"/>	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
Assurance of Submittal of Reviewer Information Form		
3 <input checked="" type="checkbox"/>	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 Highland Park ISD					
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
PO Box 30430		Amarillo	TX	79120	
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number		
87	005022066	5F9L6	483556006160		
Campus Name			County-District Campus Number		
Highland Park High School			188903-101		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
PO Box 30430		Amarillo	TX	79120	
Applicant Contacts					
Primary Contact					
First Name	Initial	Last Name	Title		
Janet	L	Hindman	Assistant Superintendent		
Telephone	Fax	Email			
806.322.3795	806.335.3547	janet.hindman@hpsisd.net			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
PO Box 30430		Amarillo	TX	79120	
Secondary Contact					
First Name	Initial	Last Name	Title		
Lisa		Messner	Business Manager		
Telephone	Fax	E-mail			
806.322.3805	806.335.3547	lisa.messner@hpsisd.net			
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code	
PO Box 30430		Amarillo	TX	79120	

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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		

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

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

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

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

Allowable Activities

Tier I and Tier II Grantees

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

Tier III Grantees

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

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

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

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

Part 2: Statutory Requirements

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

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

Part 2: Statutory Requirements

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

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

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

Part 2: Statutory Requirements

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

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

Part 2: Statutory Requirements

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

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

Part 3: Statutory Assurances

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

Part 4: TEA Program Assurances

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

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

Part 4: TEA Program Assurances

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

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

Part 4: TEA Program Assurances

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

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- <ul style="list-style-type: none"> A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten. 		
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- <ul style="list-style-type: none"> A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs. 		
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. <ul style="list-style-type: none"> a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time 		
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.			

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

Part 1: Grant Eligibility

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

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

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

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

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

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

Highland Park High School plans to implement the Texas Tier III Transformation Intervention Model throughout the campus to promote, sustain, and ensure the success of all of our students through increasing student achievement (especially in Reading/Language Arts and Math), to improve the efficacy of school leadership (especially the principal and teachers) in teaching and learning through an aligned, high quality curriculum and improved, efficient, and effective instruction, and wholehearted but concerted efforts to increase parental, family, and community involvement in our school. Without a community, this plan presents unique challenges to the school.

- As a suburban Title I Schoolwide school district on the northeastern edge of Amarillo that simply has no surrounding community or town and suffers high mobility rates due to rental properties on the old Amarillo Air Force Base and a weakening economy, Highland Park High School as a Title I campus has a great need for the proposed Tier III Transformation Intervention Model for real, authentic school improvement in Reading/Language Arts and Mathematics as well as in other areas such as Science and Social Studies because our students simply deserve the highest quality of education that we can provide. Students from Title I schools living in poverty and extreme situations deserve the best that American public education can offer.
- Highland Park High School has submitted the Notice of Intent to Apply, the names of three possible reviewers for the Texas Title I Priority Schools (TTIPS) Grant before May 6, 2010, and has informed these individuals of the submission.
- As a Tier III Grantee, Highland Park High School will expend grant funds for the detailed required and permissible activities delineated for the Tier III Transformation Intervention Model as defined in the final federal regulations as listed on Schedule #4—Program Requirements and as incorporated within the grant application.
- As a Tier III Grantee, Highland Park High School may also expend grant funds for other school improvement activities deemed necessary to address identified needs not addressed by the Tier III Transformation Intervention Model as discovered in the Campus Comprehensive Needs Assessment (CNA).
- Highland Park High School is committed to the grant program and will track progress toward the Critical Success Factors (CSFs) and Milestones of the campus through the Quarterly Implementation Reports (QIRs) in order to achieve the desired outcomes for campus improvement. The CSFs include, but are not limited to the following, to: 1) Improve academic performance, including (but not limited to) Reading/Language Arts and Math; 2) Increase teacher quality; 3) Improve school climate; 4) Increase leadership effectiveness; 5) Increase the use of quality data to drive instruction; 6) Increase parent/community involvement; and 7) Increase learning time. The campus will not replace the principal at this time due to transformational efforts already begun.
- All reasonable and necessary expenditures of grant funds throughout the duration of the grant will be used to supplement not supplant the comprehensive transformation intervention model selected for the campus and will coordinate funding with federal, state, and local funding.
- There are no barriers to the successful implementation of the requirements of the grant on the campus; however, gaps do exist in Reading/Language Arts and Mathematics in certain grade levels, with certain student sub populations such as Special Education, At-Risk, English Language Learners, Limited English Proficient, Migrant, and Homeless student groups.
- Through strategic professional development, data-driven decision-making, the development of S.M.A.R.T. Goals for the campus, and increased efficacy of administrative leadership and teachers, the school will improve.

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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	0	73	46	51	45	222
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	222
Total Instructional Staff														40	
Total Support Staff														30	

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

1	School Profile or Campus Snapshot of baseline data to identify statements of needs through disaggregated data based on applicable groups and examined longitudinally (across multiple years), by grade levels, classrooms, and campus to identify patterns, trends, strengths, and needs (such as AEIS data), Region 16, and SIRC data.
2	Demographics of enrollment by ethnicity, gender, and special programs of At-Risk, Migrant, ELL, LEP, Special Education, GT, homelessness, and other campus populations as well as staffing patterns and trends that includes the mobility and stability rates.
3	Student Achievement data including state assessments such as TELPAS, TAKS/TAKS-A/TAKS-M/TAKS-Alt, End-of-Course, Advanced Placement and Dual Credit exams, pre-assessments, interim, and post-assessments, benchmarks, formal and summative assessments, grades, and common assessments.
4	School Culture and Climate reflected in campus and staff surveys and interviews during the development of the Campus Snapshot or School Profile.
5	Staff Quality, Recruitment, and Retention data from highly qualified reports, first year teacher academy records, new hires and mentoring records, hiring records, satisfaction surveys, exit interviews, and AEIS reports.
6	Curriculum, Instruction, and Assessment data including a Curriculum Management Team (CMT) and Elective Management Team (EMT) of teacher leaders to evaluate C-Scope Curriculum and Assessment for a five year curriculum review, regular administrative walkthroughs, teacher evaluations, and an ongoing analysis of the quality of instruction in classrooms and an examination of the fidelity of implementing quality instruction.
7	Family and Community Involvement data through the District Support Coordinator's various activities to improve family and community involvement and engagement on the campus as well as other campus groups and establish a Parent Resource Center (PRC).
8	School Organization data of the master schedule, scheduling, counseling services, and other organizational tools that work together to ensure the success of all students including but not limited to the Secondary Student Success Team, the Multidisciplinary Team, Response to Intervention (RtI) Team, and others.
9	Technology data of the 1-to-1 Laptop Initiative, integration of technology with 21 st century skills, Campus Star Chart, surveys highlighting needs for additional professional development with Smart Boards and innovative technologies and the development of the new Technology Center.
10	Feeder School/Middle School data to establish patterns, trends, and future student needs of enrollment, gender, special populations, etc.

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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.

Highland Park ISD began the CNA process with the Assistant Superintendent attending the professional development training session regarding the grant at Region 16 ESC followed by extensive campus planning meetings to determine and prioritize the needs of Highland Park High School as a Tier III campus. The Superintendent and Assistant Superintendent first met with the campus principal on May 6, 2010 to discuss the Tier III Transformation Intervention Model and if/how the campus was to proceed with the CNA. The superintendent, assistant superintendent, principal, assistant principals, teacher leaders, parents, and other stakeholders met weekly each Wednesday since May 6, 2010 to conduct the CNA for campus needs in Reading/Language Arts, Math, Science, and Social Studies. Data sources from each department were used in prioritizing the needs of each campus department and department leaders developed plans for campus improvement and intervention based upon each department's needs. Each department also met with teachers from their respective departments to gather data, examine goals, establish needs based upon the data, and to prioritize the needs of each department to be submitted to the superintendent and assistant superintendent. A special meeting for parents was held on May 26, 2010 for final revision of the grant application. The elements from the CNA were used for collaboration and the development of the grant application and will be presented to the school board at the next scheduled board meeting.

A Road Map will be developed for an ongoing CNA of monitoring, analysis, and evaluation throughout the grant period to ensure compliance. The Road Map will include clear and concise documentation to support the goals, requirements, and desired outcomes of the grant, including 90 day plans developed by the principal and teacher leaders with the support of the School Improvement Resource Center (SIRC), Region 16, the District Shepherd, Superintendent, and Assistant Superintendent of Curriculum and Instruction. The Road Map will customize plans, checklists, and timelines to ensure the efficient and successful completion of the requirements and goals of the grant to transform the campus through strategic interventions for campus improvement, especially in Reading/Language Arts and Mathematics. Since the campus believes and values that all teachers are reading teachers and all teachers support the use of mathematics in real world applications for 21st century skills, the reasonable and necessary expenditures provided by the grant will supplement not supplant the efforts of the campus to improve the educational quality of curriculum and instruction for all students. If what gets monitored and measured truly gets done, then the campus principal will increase active monitoring of instruction through consistent walkthroughs, ongoing evaluations, and conducting critical conversations with teachers, parents, and students. Since these efforts have already begun, the principal will not be replaced at this time, but progress and leadership effectiveness will be carefully monitored, as will all teachers.

Additionally, the grant will meet campus needs by providing a Campus Snapshot either through the SIRC or Region 16 to provide an objective, in-depth analysis of data, personnel, systems, and organizational structures. Evaluations of the principal and of teachers will be developed with their input to include a thorough examination of the progress the campus makes with increased leadership and teacher efficacy and development. Professional development needs will be continuously monitored in order to provide embedded professional development, provide content-specific pedagogy, and encourage the use of best practices of scientifically research-based activities and methods. Regular staff meetings and content/grade level meetings will be conducted by the campus principal with action items and progress will regularly be reported to the Superintendent and Assistant Superintendent. Coaching by SIRC, Region 16, and district personnel will be provided as needed. The Superintendent will monitor and evaluate the progress of campus improvement through the improved effectiveness of the campus leadership and of teaching and learning. The grant will provide the means to establish, develop, and sustain a true Professional Learning Community (PLC) through ongoing collaboration, critical conversations, strategic planning, goal-setting, and data-driven decision-making for the campus. Data sources are included in Part I, Section B.

Without the wonderful opportunity for genuine school improvement offered by the TTIPS Grant, Highland Park High School would only continue operating as the school has in the past with only minimal improvement and with little hope of ushering students into ever-increasing levels of high achievement, success, and genuine inspiration.

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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	Campus TTIPS Management Team (CTMT): Mathematics, English Language Arts, Science, and Social Studies Department Leaders, the Assistant Superintendent, and other campus personnel as needed.		
2	Campus Administrative Team: Principal and Assistant Principals		
3	District Administrative Team: Superintendent, Assistant Superintendent of Curriculum and Instruction, Business Manager, and Central Office Personnel		
4	District Improvement Committee: Teachers, Paraprofessionals, Parents, Business and Community Representatives, Students, Administrators, and District Personnel		
5	Parental and Community Involvement Team: District Support Coordinator, Parent Committee, and Principal's Advisory Committee (PAC)		
6	Senior Citizens Group: Members of the District's Community		
7	District Advisory Committee (DAC): Comprised of Parents, Community Leaders, and Teacher Leaders		
8	School Board: Team of Eight, including the Superintendent and School Board Members		
9	Secondary Student Success Team: Campus Department Leaders, Directors of Special Education and Technology, Assistant Superintendent of Curriculum and Instruction, Campus Administrators, Superintendent		
10			

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

Part 2: Project Management

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

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

Highland Park ISD has a longstanding, proven capacity to use grant funds in providing adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the Tier III Transformation Intervention Model, as the district has accomplished with various grants from TEA, most recently, including the Vision 2020 Grant for the high school, Cycles 1 and 2 of the TEEG Grant for both the middle and high schools, 14 Cycles of the PreK Expansion Grant for elementary, the TEXSHEP Grant, the SSIG (ARI/AMI), OEYP, the NCLB Title I, ARRA Grant, IDEA-B, and ARRA Stimulus Grants, and the annual Title I Consolidated Application for Federal Funding and Compliance Reports that the district has successfully written, managed, and evaluated for many years. Enjoying a Superior Financial Rating, Highland Park is undoubtedly capable of providing adequate resources and related services/support to Highland Park High School, efficiently and effectively. With a conservative and pragmatic approach, Highland Park makes the very most out of every dollar and has proven to be a trustworthy steward of taxpayers' monies and of federal and state funding as well as managing community resources.

In order to improve Reading/Language Arts and Mathematics on the campus including Science and Social Studies, in addition to other permissible activities, the CNA determined that the principal and teachers require strategic, ongoing, and longitudinal professional development in order to improve their leadership and teaching skills and to move toward excellence and best practices. Teachers need embedded professional development and content-specific pedagogy to help them improve teaching and learning. The district has been supportive and often visionary in providing services, resources, and professional development required by the campus for improvement. Change without improvement is not as fruitful or purposive as change and improvement. Current funds have made professional development limited.

One goal of the district is to provide the resources, training, services, and support needed by the campus in order to fully, effectively, and completely implement the required activities of the Tier III Transformation Intervention Model. In support of this effort, the district will purchase and provide additional Smart Boards and trainings for all innovative technologies such as the Senteo Student Response Systems for a deeper and more meaningful integration of technology in the classroom. The 1-to-1 Laptop Initiative requires ongoing professional development in order for full implementation of 21st century skills for all students. The district will continue to seek ways to serve/support the campus through technology integration. On June 1-2, 2010, Dr. Jamie McKenzie will present 2 days of intensive training for teachers to integrate and to implement technology within their classrooms. The grant will provide a means to continue in-depth trainings with Dr. McKenzie throughout the school year, especially in Reading/Language Arts, Math, Science and Social Studies. Other high-quality consultants will also be used to provide greater levels of learning.

Another goal of the district that suggests the capacity to meet the goal is to encourage creative and innovative ways to improve the campus in core content areas as well as in other areas. The campus will continue a partnership with Amarillo ISD to increase professional development opportunities for teachers. Region 16 will provide Instructional Coaches for core areas that will prove to be another catalyst for change and improvement on the campus. Math is our greatest need and will require extensive trainings, support, and monitoring to reach the high levels of student achievement outcomes that we desire. In support of Reading/Language Arts and Math, other teachers may require additional training to assist them in reaching the needs of all of our students throughout Highland Park High School. A Credit Recovery Lab, increasing Advanced Placement course offerings, and Dual Credit programs with a partnership with Amarillo College and establishing a High School Summer Academy will also provide several means for the district to fulfill the district's capacity for service/support and to provide resources through grant funds. Incentives for campus personnel, including both financial and professional incentives, as well as for departments will prove most helpful.

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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.

Highland Park ISD and Highland Park High School consulted with relevant stakeholders such as students, staff, parents, administrators, and community members regarding the grant application and possible implementation of the Tier III Transformation Intervention Model for Highland Park High School in a variety of ways. The following informational and strategic planning meetings were held at Highland Park High School and/or the Administration Building's Central Office from May 5-26, 2010:

- On May 5, 2010, the first meeting was held with the campus principal, the Superintendent, and the Assistant Superintendent to provide information to the principal regarding the status of Highland Park High School as a Tier III campus. Handouts describing the grant application process and the transformation intervention model were discussed in a "Questions to Consider" format. The questions included: 1) What is the TTIPS Grant? 2) How are schools placed within the three tiers? 3) Why Highland Park High School? 4) What are the Critical Success Factors and the Milestones of the TTIPS Grant? and 5) What does all of this mean for Highland Park High School? After discussion and answering specific questions the campus principal had regarding the grant, the principal expressed her interest and agreement to begin the application process.
- After school on May 12, 2010, the Superintendent met with campus teacher leaders and the principals to share similar information regarding the Tier III Transformation Intervention Model for Highland Park High School. After much discussion, the Superintendent suggested that the campus department leaders continue their Comprehensive Needs Assessment (CNA) by asking for input from the teachers within their departments of ways that they believed their campus and their respective departments, especially in Reading/Language Arts and Mathematics could be improved. Department leaders would schedule their own respective meetings with the teachers in their departments to gather data and planned to reconvene after school on May 19, 2010 with their data that was aligned with the campus and/or department prioritized needs to share their recommendations with the Superintendent.
- After school on May 19, 2010, the Superintendent, Assistant Superintendent, campus principals, and department leaders held a meeting to discuss the findings and recommendations of the campus teacher leaders based upon an analysis of their individual and collective data. After much discussion and a question and answer period, the Campus Improvement Team agreed that the Tier III Transformation Intervention Model was selected as the very best fit for the campus. All department leaders appeared excited for the opportunities for improvement of their campus of increased student achievement and improved teacher efficacy in the classroom through ongoing, sustained, and longitudinal professional development opportunities for growth and continuous learning provided by the grant. All of the teachers present believed that their efficacy and praxis as professional educators would greatly improve and would continuously develop to benefit learning for all of their students and continuous improvement efforts of the high school campus.
- On May 26, 2010, a meeting was held inviting parents, community members, Senior Citizens, teachers, students, and any other stakeholders in order to inform the school community about the Tier III Transformation Intervention Model for Highland Park High School and to seek their input and support of the grant application.
- Although the grant application deadline is June 3, 2010, information regarding the grant application process is scheduled to be shared with the School Board of Trustees in a regularly scheduled public meeting on June 16, 2010. The public will be invited to attend through the district/school website at www.hpisd.net and postings of the scheduled Board Meeting for June 16, 2010. Informational handouts and contact information will be provided.

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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.

Highland Park ISD and Highland Park High School as a Tier III campus proposes to modify the campus practices and/or policies as necessary to ensure the full and effective implementation of the **transformation model** of the Texas Title I Priority Schools Grant for effective and continuous school improvement. Highland Park High School assures within this grant application that the campus will implement the following federal requirements as modifications and will carefully manage all required and permissible grant activities throughout the duration of the grant period:

- 1) The campus will endeavor to develop and increase teacher and school leader effectiveness:
 - A. To 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 with the support of Central Office staff, Region 16 ESC, the District Shepherd, and SIRC personnel;
 - B. To identify and reward school leaders, teachers, and other staff who, in implementing this model, increase student achievement and high school graduation rates and to identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, but have not done so;
 - C. To 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 C-Scope comprehensive instructional program and will be 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 within their classrooms and across the campus; and
 - D. To implement such strategies as financial incentives, increased opportunities for promotion and career growth, in addition to opportunities for extensive professional development, 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 project based on rigorous, transparent, and equitable evaluation systems for both teachers and principals:
 1. Taking into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 2. Are designed and developed and with teacher and principal involvement.
- 2) Comprehensive instructional reform strategies:
 - A. To use data to identify and implement an instructional program that is research-based and vertically aligned from one grade level to the next as well as aligned with the State academic standards; and
 - B. To 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) Increase learning time and create a community-oriented school:
 - A. To establish schedules and strategies that provide increased learning time such as extended school days, Summer Academies, and/or Saturday schools or evening classes; and
 - B. To provide ongoing mechanisms for family and community engagement such as the establishment of a Parent Resource Center (PRC) in the newly developed Campus Technology Center (CTC) that will open in August 2010 and will offer various book studies and other activities for parents and families staffed by the District Support Coordinator whose office will be housed within the CTC.
- 4) Provide some operational flexibility and sustained support to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

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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.

Highland Park ISD/Highland Park High School will align other federal, state, local, and community resources with the Tier III Transformation Intervention Model for more effective and efficient project and resource management of the TTIPS Grant. A local Bond Election from May 2009 will provide a new Campus Technology Center (CTC) with an embedded Parent Resource Center (PRC) to be completed by August 2010 and refreshed laptop computers for the 1-to-1 Laptop Initiative for Grades 6-12, including the high school grades of Grades 9, 10, 11, and 12. The CTC will be used to provide ongoing curricular and technological trainings and professional development for the campus. Title I AARA funds, IDEA-B, ARRA funds, Title I Schoolwide funds, State Compensatory, OEYP, SSIG, TEXSHEP, Vision 2020 Grant, SFSF Funds, and local funds will be used to align and coordinate services that will supplement not supplant the overall educational programs of the campus. Additionally, the Highland Park Activity Center currently under construction also funded by the May 2009 Bond will be used for professional development due to the lack of space and facilities for staff and leadership meetings and extensive professional development. Grant funds will help to provide tables and chairs.

OEYP and SSIG funds will coordinate and align with TTIPS Grant funds to improve extended learning time and opportunities for tutorials, remediation, acceleration, and summer school for all students. TTIPS Grant funds will be used to supplement efforts within the campus to extend learning opportunities for all students, not merely only for those who are unsuccessful in passing TAKS. Current funding is not enough to provide these services to our high levels of low SES, homeless, Migrant, ELL, LEP, SpEd, and At-Risk student populations and must be supplemented with either local, state, or federal funds. The TTIPS Grant will provide additional avenues of potential successful academic achievement for each and every student within the campus including establishing a High School Summer Academy.

State, federal, local, and community funds will be used to supplement, coordinate, and align efforts to develop, implement, and sustain a Response to Intervention (RtI) model, to strengthen and improve Co-Teaching in Math and begin Co-Teaching in Reading/Language Arts on the campus, to continue and establish stronger partnerships with Amarillo College, West Texas A & M University, and area businesses for improving college and work readiness. Efforts will be aligned with CTE course offerings and Carl Perkins funds through an SSA with Region 16 ESC to improve and supplement efforts to strengthen teaching and learning in Reading/Language Arts, Mathematics, Science, and social Studies, as well as in other areas as deemed appropriate by the CNA and prioritized needs of the campus.

Additionally, all resources will be coordinated and aligned such as Titles I, II, and III to improve campus leader and teacher effectiveness through sustained professional development, to provide services to ELL/LEP/Migrant students and their families, and to increase and improve parental and community involvement and engagement for the campus. Cardio vascular health through campus Fitness Gram data for Texas has been proven to encourage greater academic success for those students who exhibit higher levels of fitness and health. Efforts to improve the general health of all of our students, especially their cardio/vascular health, will create other avenues to make beneficial changes for improvement for students within the campus in our Wellness Program. These habits established within their high school careers will make lasting imprints upon the future success of our students beyond high school.

All possible funding streams whether they are local, federal, state, or community resources will be coordinated and aligned to supplement not supplant efforts of the campus to change and improve, ensuring the academic success of our students at Highland Park High School and the improvement of the efficacy of campus administrators and teachers in creating a more community-oriented school.

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

Part 2: Project Management Cont.

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

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

Janet Hindman, our Assistant Superintendent of Curriculum and Instruction has been selected as the most qualified person to serve as the Grant Project Manager for the duration of the grant period. Janet has been with the district for five years and has served as a catalyst for leading change and improvement to raise the level of achievement in all areas within our district since she came on board. Janet is our idea person and a true visionary! Working closely with the retiring Superintendent Bill Mayfield, Janet has assisted in bringing all three of our campuses as well as our district to Recognized in state accountability ratings for the last several years. It has not been easy for her. Rocking the status quo and changing paradigms is often a thankless job, but because of Janet's unique skill sets, extensive knowledge base, vast experience, and personal commitment to excellence because of her love for students, Janet's dedication to public education and to our district serve her well. She has pushed, pulled, and encouraged principals, teachers, students, and all who know her to be more, to do more, and to achieve more. With a real vision for the future of public education, Janet has worked tirelessly bringing new and innovative programs and technology to our district and has been an outstanding leader for the district.

Janet has over 30 years of experience in Texas, is a former Education Specialist from Region 16 ESC where she worked for 5 years as a Secondary Language Arts/Advanced Placement and Writing Specialist. Janet has also earned her Mid-management/Principal's certification and has led numerous initiatives for Region 16 and the 65 school districts Region 16 serves in educational leadership, Professional Learning Communities, and many other areas of expertise. She has been working on her doctorate in Educational Leadership and is currently ABD and plans to defend her dissertation in September 2010. She will graduate in December 2010 from Texas Tech University. Janet also serves as an Adjunct Professor for Wayland Baptist University and teaches upper levels of Research Writing Methods each semester. She is rated as the top and most inspiring professor for the campus for the last 7 or 8 years with the highest evaluation rates and impressive anonymous comments from her students. She only teaches for Wayland she says "as therapy," but those who know her best realize it is because she is driven to improve the quality of education for all students and truly cares about the cognitive abilities of our American citizenry. Janet wholeheartedly believes in the utmost importance of public education because she is often heard as saying, "Our very democracy may be at stake." There is no other person in this district who can do Janet's job and the retiring Superintendent has often stated that with her knowledge base, Janet can do anything she sets her mind to do in education. Janet is more of a doer than a talker and she is most uncomfortable in receiving credit for the massive amount of work she does behind the scenes. She prefers keeping a low profile and just working like a fiend possessed, only driven by achieving results! She is the best problem solver we currently have!

Janet Hindman wears so many hats in this district, including being our Federal Programs Director, Grant Writer, GT and Special Programs Director, and knows more about curriculum and instruction than anyone. She has a unique understanding of all of the programs and funding streams within the district and on the campus because she developed and wrote them all, and works very closely with our Business Manager, Lisa Messner, in coordinating programs. She knows how to coordinate programs and/or funding and understands how to get the best out of each and every dollar. Janet also has the best interests of this district at heart and is most trustworthy in creating, managing, and stretching both discretionary and foundational funding streams. Janet is our greatest advocate for our students, parents, teachers, and staff at Highland Park ISD. She is honest, trustworthy, has a sterling character, and is fully and uniquely equipped to serve as Project Grant Manager for the Texas Title I Priority School Grant Project for our Highland Park High School. Every district needs a Janet! **(Please note:** Data was gained from many sources and from several people. This would be much too gratuitous for Janet to write!).

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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.

In a small 2A suburban school district, our human resource pool is small and must be used in the utmost ways to accommodate the varied needs of the campuses and the district as a whole. As Grant Project Manager, Janet Hindman will work in tandem with the incoming Superintendent Mike Brown from the District Central Office in support of Highland Park High School's efforts in the Tier III Transformation Intervention Model. Janet Hindman will also work closely with Lisa Messner, our Business Manager in managing the financial requirements of the grant. As District Shepherd, Region 16 will provide additional support in sharing responsibility to ensure the successful completion of the grant. Additionally, the SIRC will also provide support, guidance, and share some responsibility along with the district to support efforts for change and improvement on the high school campus.

The district will structure and implement the services of the Central Office in the District Administration Building that is located close to the high school campus in support of the school's improvement efforts. Only the football field separates the two buildings and presents an easy walking distance between the two structures. The Superintendent and Assistant Superintendent are accustomed to traveling back and forth several times a day between the two buildings. Campus staff is also accustomed to walking back and forth between buildings. Throughout the duration of the grant, teachers will be encouraged to come to the Central Office even more than they do currently if they need any additional support or encouragement or have questions or needs that need to be addressed. Meetings will also be held there often.

The Superintendent will be primarily responsible for working with the principal and for evaluating progress in improving leadership effectiveness on the campus, including the efforts of the assistant principals. The Superintendent will require the principal to submit 90 day plans for intervention and will actively monitor the progress of the plans. The principal will be solely responsible for ensuring the successful implementation of the plans on the campus and will regularly report to the Superintendent each week of the progress of that implementation. The principal is solely responsible for the success of her campus. The principal will not delegate her responsibilities to other staff members, but will actively pursue the successful completion of the transformation intervention model on her campus. Regular walkthroughs and weekly evaluations of progress will be maintained on the campus. The principal will schedule her own meetings with teachers and assistant principals and will report their progress to the Superintendent. Logs will be kept of the progress.

The Assistant Superintendent will be responsible for working directly with the teacher leaders and/or teachers on the campus often with the help of the Superintendent. Bi-weekly meetings will be scheduled to meet with the department leaders to disaggregate data, to study strategies, and to discuss ways that teachers may implement those research-based strategies and best practices in the classroom. Ongoing, embedded professional development for content-specific pedagogy through our Delayed Starts and Early Release Days and Summer Academies will be designed for even greater improvement within the transformation model. The Assistant Superintendent will support the professional development needs of the campus and will coordinate and align trainings for curriculum, instruction, and technology integration in the classroom to meet prioritized needs as determined by the data. The technology and special education directors will assist the Assistant Superintendent in these efforts. The District Support Coordinator will coordinate parent and community involvement on the campus throughout the duration of the grant, reporting to Central Office personnel.

Department leaders and/or teacher leaders will be responsible for working directly with teachers in their departments and will report to both the Assistant Superintendent and campus principal in weekly and bi-weekly meetings. Assistant principals will be assigned content areas for walkthroughs, department meetings, and evaluations and will report directly to the principal. The principal and teachers will receive constant support and direction from the Central Office.

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

Part 2: Project Management Cont.

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

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

The district plans to sustain the campus reforms for program continuation and sustainability after the funding period ends in a variety of ways. Because the transformation model supplements and does not supplant efforts to improve the high school campus, this variety of ways for continuation and sustainability must be carefully aligned and coordinated with other federal and state funds as well as with community resources and local funds. The district simply does not have the capability nor the resources to sustain the program at the same levels as provided by the grant funds, but will make careful and concerted efforts to sustain the campus reforms and improvements through the coordination and management of other funding sources. As examples, the variety of ways to sustain the campus reforms includes the following:

- No Child Left Behind (NCLB) funding of Title I, Title II, and Title III will be used to sustain high levels of ongoing professional development with embedded content-specific pedagogy and research-based strategies of best practices for Reading/ELA and Mathematics, including other permissible activities in other content areas of the campus that support Reading/Language Arts and Mathematics, such as Science, Social Studies, and the integration of technology and also in meeting the needs of student populations such as Migrant, English Language Learners, and Limited English Proficient students;
- Title I, Part A funds will continue to be used to pay teachers' salaries and meet the 10 Title I Schoolwide Components as outlined in both the District/Campus Improvement Plans;
- Title II (TPTR) federal funds will be used to pay for our Region 16 Title II contract for professional development and technical assistance. Angie Watson, Region 16 ESC's Coordinator for Curriculum and Instruction and Janet Hindman, our Assistant Superintendent will work together in scheduling Instructional Coaching/Mentoring for our teachers and onsite professional development delivery and services once the grant funding period ends;
- Title III funds will continue to be used in support of our Migrant Services through a Shared Service Arrangement (SSA) with Region 16 for our Migrant Recruiter and the needs of our Migrant students;
- Optional Extended Year Program (OEYP) and Student Success Initiative Grant (SSIG) funds will be used in coordination with local funds to continue offering summer school for those students who need additional intervention and instructional support;
- State Compensatory Education (SCE) and SSIG funds will also be used to assist our At-Risk student population for after school tutorials and extended learning times in addition to our local funds as appropriate;
- TEXSHEP funds will continue to be used to provide services to our homeless student population for the duration of the grant period;
- Carl Perkins funds for CTE will continue to be used in support of Reading/Language Arts, Mathematics, and other permissible content areas as directed by our SSA with Region 16 ESC;
- Local funds will continue to be used in support of purchasing needed classroom supplies for the content areas of the high school. Between \$15,000 to \$20,000 of local funds will be set aside to be used each year as funding permits to purchase needed classroom instructional supplies as approved by the School Board;
- After the grant funding period ends, teachers, principals, and other staff will have received strategic and explicit professional development, instructional coaching, and technological resources and training to help these educators now act as coaches for new and/or other additional staff members. Scheduling regular department meetings, campus-wide meetings, coordinating class schedules, planning periods, and the master schedule, including the district's Delayed Starts, Early Release Days, and summer staff development in August will all continue to sustain the project's transformation intervention model on the campus;
- Structures of transformational improvement on the campus will continue to be sustained and strengthened by keeping those structures in place that have yielded the most productive and effective results of achievement.

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

Part 2: Project Management Cont.

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

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

Highland Park ISD will recruit, screen, and select external providers to ensure their quality by using specific criteria in meeting the prioritized needs of the campus. The specific criterion includes meeting the S.M.A.R.T. Goals as prioritized by the CNA (Are the external providers of services and products, Strategic, Measureable, Attainable, Results-Based, and Timebound?) and includes stringent bidding processes, reference checking, white papers, research materials, etc.

The external providers that the district has selected have proven track records through in-depth research in providing scientifically-research based instructional and technical support for their clients. The district has also researched and used some of these external providers on a trial basis and the district/campus data supports improvement in student achievement due to the use of the product. The high quality external providers that the district will use in the transformation grant project include but may not be limited to the following:

- Texas Education Agency, Austin, TX;
- Region 16 Education Service Center, 6400 Bell Street (806.677.5000), Amarillo, TX (Including DMAC contract);
- School Improvement Resource Center (SIRC), Education Service Center Region XIII, 5701 Springdale Road, Austin, TX 78723;
- The Charles A. Dana Center of Professional Development for Educators and Education Leaders at the University of Texas, (www.utdanacentr.org/pd), Austin, TX;
- The Schelechty Center for School Reform (info@schlechtycenter.org) and Marilyn Hohmann's Principal's Academy (502.895.1942), Austin, TX;
- OdysseyWare Credit Recovery (www.odysseyware.com), 300 N. McKemy Ave., Chandler, AZ 85226;
- ALEKS Math Software, ALEKS Corporation 15641 Red Hill Avenue, Suite 150, Tustin, CA 92780;
- Rosetta Stone (www.rosettastone.com/personal/what-people-say/research), (800.767.3882);
- Study Island (www.studyisland.com), 3400 Carlisle Street, Suite 345, Dallas, TX 75204;
- Data Projections, Inc. (www.dataprojections.com), (866.225.5374), Dallas, TX;
- SMART Technologies ULC (www.smarttech.com), 3636 Research Road NW, Calgary, AB T2L 1Y1, (403.245.0333), Canada;
- Brain Pop (www.brainpop.com/about/research), 27 West 24th Street, Suite 1105 (212.689.9923), New York, NY 10010;
- FACTSONFILE (www.factsonfile.com);
- InfoSource (www.infosourcelearning.com), (800.393.4636);
- SoftSeven Online Math (www.softseven.com), Dr. Mark McCurry (918.967.4674), Stigler, OK;
- Math Solutions, Founded by Marilyn Burns (www.mathsolutions.com), 150 Gale 5 Road, (415.332.4181), Sausalito, CA 94965;
- PDAS Evaluation Tool, University of Texas at Austin Learning Center, Austin, TX;
- Texas Association of School Administrators (TASA), 406 East 11th Street, (512.477.6361), Austin, TX 78701-2617;
- Professional Organizations and/or conferences and consultants that support the activities of the project, including the State Conferences in Reading/LA and Math and other content areas as delineated within the requirements of the grant application. These conferences will be added to this schedule via amendments to the grant application as the conferences become available throughout the duration of the grant. Attendance at many of these conferences and state trainings will be used as incentives for teachers and principals in reaching their targets of improvement and improved student achievement within their departments and on the campus.

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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.

The Comprehensive Needs Assessment (CNA) conducted by the campus department leaders determined that site visits to other campuses and districts who are successfully implementing the transformation intervention model are needed to assist teachers in the successful implementation of our own transformation model for Highland Park High School. The process that will be used for the selection of the locations of districts and/or campuses for site visits will be to rely heavily upon the specialists from TEA, Region 16, SIRC, the Superintendent, and upon the research conducted by the Assistant Superintendent to determine which campuses have been the most successful and are seeing the greatest gains in student achievement because of the implementation of the transformation intervention model. Professional organizations and state conferences in the specific content areas of Reading/LA, Mathematics, and other content areas as prioritized in the CNA will prove helpful in determining what other districts/campuses that are worthy of consideration for site visits. Within Region 16, the leadership of the Service Center and SIRC personnel will provide the most relevant and updated information regarding the success of districts/campuses of the implementation of the transformation intervention model.

Being a member of the Panhandle Apple Collaborative Group of six school districts within Region 16 that are 1-to-1 Laptop Initiative school districts, Highland Park ISD/Highland Park High School enjoys a network of similar school districts/campuses that will provide additional information regarding any transformation efforts within the region. Our technology contract with Region 16 and being a recipient of the TEA Vision 2020 Grant will also assist the campus in determining which districts are technologically-based with strong gains in student achievement due to their collaboration of integrating technology into 21st century classrooms with effective curriculum and instruction. The 8 high school teachers who are a part of the Vision 2020 grant have enjoyed extensive and intensive professional development in learning how to develop high quality courses online for the Texas Virtual School Network through the process of the grant and will also provide a source of information in selecting possible schools for productive site visits.

The CNA of the campus also determined a strong need for our Co-Teachers (Special Education and Regular Education teachers) to participate in site visits where Co-Teaching in Reading/LA and Mathematics, along with other content areas, has been most effective for improving instruction with these populations of students. If there are successful districts/campuses within our region that are meeting the academic needs of special populations of students, especially using the Sheltered Instruction or SIOP Model, then teachers would eagerly participate in site visits to those campuses.

The expected outcomes of these varied site visits include: teachers learning from other teachers in their content and grade specific areas; observing master teachers at work with a vast diversity of student learners in order to return to their own campus and practice the skills that they observed and have learned; to build a collaborative network with master teachers and with one another by broadening their experiences and growth as professional educators; for administrators to also learn from other successful campus principals and to practice the skill sets that they learn from them; and, ultimately, to impact the academic achievement of all of our students here at Highland Park High School because of the experiences, skill sets, and contextual as well as conceptual understandings the participants gain due to the site visits to successful districts/campuses.

If students truly learn best from one another, then it stands to reason that campus principals and teachers also learn best from one another. What they see in action as successful and powerful lessons in leadership, curriculum, and instruction can be brought back to our own campus to strengthen learning for all of the people within the campus, whether they are teachers, school leaders, or colleagues simply learning from one another. These visits will help to build a true Professional Learning Community within Highland Park High School.

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<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>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.</p>		
<p>Schedule #4B is not applicable to our district and/or campus because Highland Park ISD does not have any Tier I schools within the district. Thank you!</p>		

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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

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Texas Title I Priority Schools Grant
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Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

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

1. The Process: Highland Park ISD and Highland Park High School began the school intervention model selection process with extensive campus informational and strategic planning meetings with various stakeholders such as campus administrators, teacher leaders, teachers, Central Office personnel including the Superintendent, Assistant Superintendent, and Business Manager, parents, students, coaches/teachers, and staff members from within the district to determine, prioritize, and align the identified needs of the campus. These informational and strategic planning meetings and timelines included the following:

- The Superintendent and Assistant Superintendent met with the campus principal on May 6, 2010 to discuss the Tier III Transformation Intervention Model and if/how the campus was to proceed with the CNA. The Superintendent, Assistant Superintendent, principal, assistant principals, teacher leaders, parents, and other stakeholders met weekly each Wednesday since May 6, 2010 to conduct the CNA for campus needs in Reading/Language Arts, Math, Science, and Social Studies.
- Department leaders (teacher/leaders) met throughout the first two weeks of May 2010 with teachers from their respective departments to gather data, examine goals, establish needs based upon the data, and to prioritize the needs of each department. Needs were determined by disaggregating current data, grades, teacher input, student TAKS histories, specific student sub populations, departmental and individual teacher needs, and then data was collected and gathered into a report format to be sent to the Superintendent and Assistant Superintendent. Data sources from each department were used in prioritizing the needs of each campus department and department leaders collaborated with teachers to develop plans for campus/department improvement and intervention based upon each department's needs.
- Strategic planning meetings were held each Wednesday in May 2010 with the Superintendent, Assistant Superintendent, campus principals, and department leaders in attendance. The data results were discussed and presented as each department's recommendations for the selection of the transformation intervention model with activities and timelines for implementation.
- A special meeting for parents was held on May 26, 2010 after school for input and final revision of the grant application. The elements from the CNA were used for collaboration and the development of the grant application.
- Email correspondence and telephone conversations also occurred between meetings for additional planning and for clarification and follow-up to questions and/or additional recommendations from department teacher leaders on the campus to the Superintendent and Assistant Superintendent.
- The campus principals continued the dialogue concerning content data, strategic planning, and the grant application process in meetings with each department, especially in Reading/LA and Mathematics. These meetings produced additional CNA information for the grant application. Each group unanimously agreed that the transformation intervention model was the best selection of interventions for the campus and agreed to support the efforts of the campus through the transformation model.
- The Superintendent, Assistant Superintendent, and Central Office staff concurred with the campus findings in the CNA and supported the campus selection of the transformation intervention model for the campus.
- The unanimous selection of the transformation intervention model by all representative groups and the accompanying recommendations by the collaborative campus design team members and/or department teacher leaders will be presented to the School Board at the next scheduled Board Meeting.

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**Texas Title I Priority Schools Grant
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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).

1. The Process (continued):

- Once the transformation intervention model was selected and recommended by the campus committees, additional meetings occurred to determine in what ways professional development, instructional coaching, and onsite/offsite trainings and technical support mechanisms as determined by the CNA could be designed and scheduled for the campus for the next school year.
- The Assistant Superintendent met with the Secondary Student Success Team on May 5, 2010 to gather needs for staff development as requested by the teaching staff and also gathered data from an anonymous online survey that she had developed and made available for the entire district. Examining the responses from personnel provided additional information and requests for specific professional development for the next year.
- The Assistant Superintendent met with a campus principal on May 24, 2010 and then with the Superintendent to clarify the professional development needs of the campus staff through the transformation intervention model.
- Telephone conversations with the campus principal regarding the data gathered from the summative conferences with high school teachers was also requested by the Assistant Superintendent to help in determining professional development planning for the next school year.
- On May 26, 2010, the Assistant Superintendent met with Angie Watson, Region 16 ESC's Coordinator of Curriculum and Instruction to plan and align a professional development calendar for the next school year (2010-2011) based upon all of the data gathered from the campus CNA that will be guided by the transformation intervention model that was selected by the campus and campus stakeholders. Once the calendar is completed, both Janet Hindman and Angie Watson will meet again with campus personnel and the Superintendent to confirm the professional development plan for the campus.
- **The Process Campus Will Follow:** The process that the campus will follow in August should the grant be awarded to Highland Park ISD/Highland Park High School will be to assemble the campus leadership team and Central Office personnel to meet in early August with Angie Watson of Region 16 ESC for an overview and discussion of the professional development calendar for the campus deigned in late May and early June 2010.
- In mid-August, the Assistant Superintendent will reconvene a Campus TTIPS Management Team (CTMT) comprised of campus leaders, administrators, and Central Office personnel for further development and/or revision of strategic plans for campus improvement for the school year with a focus upon the first 90 days.
- A meeting calendar along with the professional development, curriculum, and assessment calendars and timelines for implementation, analysis, evaluation, and revision will be designed with input from each stakeholder during August staff development and will be distributed to all staff members before school begins on August 24, 2010.
- Region 16 ESC personnel and other external providers will begin the professional development plan for the school year by delivering strategic and explicit professional development during training and/or meeting times scheduled during the August 2010 staff development period before school begins.
- The Superintendent will meet weekly with the campus principal to support and monitor the activities of the campus and the implementation of the transformation intervention model. The Superintendent, personnel from Region 16 such as the District Shepherd, and SIRC staff will also meet regularly with the campus principal to ensure the successful completion of the project and with the Assistant Superintendent.
- Other meetings, trainings, conferences, and professional development may be developed as needed as determined by the progress of the campus and the transformation intervention model implementation.
- External providers will begin their participation in the strategically planned school calendars in order to provide job-embedded content specific training and professional development.
- The District Support Coordinator will develop, implement, and monitor a parental/community involvement calendar for the campus and will report to the Assistant Superintendent and/or Superintendent regarding progress and innovative ways to increase parent and community involvement and engagement within the campus. The Parent Resource Center (PRC) will serve as a vehicle to increase parent and family involvement with the school and provide a space for book studies and necessary trainings for parents in order to increase student achievement. (In the spring of 2010, the Assistant Superintendent and District Support Coordinator

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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).

conducted a site visit to Borger ISD to see their PRC and to meet with the District Parent Liaison to determine what best practices could be modeled within Highland Park ISD to help improve parent and family involvement in the district and with all campuses).

- The technology director will coordinate technology trainings with the professional development calendar and will attend some planning and management meetings as deemed appropriate with the Assistant Superintendent and the teacher leaders of the campus in order to maintain strong channels of communication.
- The special education director will also coordinate special education services with the professional development calendar and will attend some planning and management meetings as deemed appropriate with the Assistant Superintendent and teacher leaders of the campus to ensure seamless integration of special education, Response to Intervention, co-teaching, and inclusion needs of the campus.
- All stakeholders of the district/campus will work closely together to solidify commitment to the successful implementation of the transformation intervention model and to ensure continuous success of campus improvement efforts. Revisions will be made as necessary to improve efficacy and result-based efforts.

2. The Timeline: The steps that the campus plans to take at this time to implement the Tier III Transformation Intervention Model based upon recommendations by the groups of participants in the strategic planning process and the proposed timeline include the following:

- a) May 28, 2010: Form a Campus TTIPS Management Team (CTMT) comprised of department leaders, teacher leaders, parents, and campus principals. Students will be added in August 2010 to the CTMT.
- b) June 1, 2010: Submit the TTIPS Grant Application to TEA.
- c) Early June 2010: Janet Hindman, the Assistant Superintendent and Angie Watson, Coordinator of Curriculum and Instruction for Region 16 will coordinate, design, and develop the professional development and instructional coaching plan for the 2010-2011 school year.
- d) June 16, 2010: Janet Hindman will present the TTIPS Grant Award Project information to the School Board at the regularly scheduled Board Meeting if the grant is awarded. Additionally, letters will be sent to all staff if Highland Park ISD/Highland Park High School receives the grant award.
- c) June/July 2010: If the grant is awarded to Highland Park ISD/Highland Park High School, the CTMT will be contacted and the first meeting will be scheduled either in late July or the week of August 2, 2010.
- d) June/July/August 2010: The Superintendent and Assistant Superintendent will coordinate plans and meeting schedules with the campus principal, Region 16, the District Shepherd, and with SIRC personnel.
- e) August 5 or 6, 2010: The District Leadership Team will meet with Angie Watson, Coordinator of Curriculum and Instruction for Region 16 for an overview of the professional development and instructional coaching plan for the district and each campus including Highland Park High School. Administrators will be given ample opportunity for input and/or questions concerning the plan. Any revisions to the plan will be made accordingly.
- f) August 12, 13, 16, and 17, 2010: Various informational, procedural, and organizational meetings with the CTMT members will be scheduled during staff development times before school starts to launch plans for the implementation of the transformation intervention model for Highland Park High School including all incentives.
- g) August 16, 2010: Highland Park High School and the CTMT will conduct a faculty meeting to share information

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Part 3: Intervention Model

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regarding the grant and the Tier III Transformation Intervention Model plans for the campus for the 2010-2011 school year by the Superintendent and Assistant Superintendent. Teacher input, feedback, and questions will be addressed and all staff will be encouraged that "Together, We Can Do This!".

- h) August 16, 2010: Highland Park High School will set annual academic goals for student achievement on the State's assessments in Reading/LA, Mathematics, Science, and Social Studies, as well as in other content areas and will monitor and measure progress on the leading indicators in section III of the final federal requirements and establish goals to hold accountable each department and the campus as a whole.
- i) August/September 2010: Highland Park High School will develop and increase teacher and school leader effectiveness by designing rigorous, transparent, and equitable evaluation systems for teachers and principals that consider 1) student growth data over time and multiple observation-based walkthrough 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 at the direction of the Superintendent and Assistant Superintendent.
- j) August 2010-2013: Highland Park High School staff will be provided ongoing, high-quality, job-embedded professional development regarding subject-specific pedagogy and differentiated instruction that reflects a deeper understanding of the Highland Park community served by the campus and is aligned with the C-Scope comprehensive instructional program. The professional development calendar was designed with all stakeholders' input and is guided by the CNA to ensure that teachers are equipped to facilitate effective teaching and learning and have the capacity to successfully implement campus reform strategies based upon campus needs.
- k) August 2010-2013: Highland Park ISD/Highland Park High School/CTMT will design, develop, and implement strategies of incentives for increased opportunities for professional development, career growth, and promotion such as attending state conferences as a team rather than as individuals, financial incentives such as \$5000 for each teacher in the four content areas and/or CTMT members who reach their annual goals, increased departmental budgets for the core areas for instructional needs, tutors, innovative resources in technology, and more flexible work conditions designed to recruit, place, and retain staff with the skills that are necessary to meet students' needs in a transformation school. Recruited, newly hired highly effective teachers in core areas will receive a signing bonus of \$5000 the first or second year of the grant as new teachers need to be hired.
- l) August 2010-2013: Highland Park ISD/Highland Park High School/CTMT will use data for comprehensive instructional reform strategies that are vertically and horizontally aligned from one grade level to the next and are aligned with the state standards and will promote continuous use of student data such as pre-assessments, mid-year, and post-assessments or formative, interim, and summative assessments.
- m) August 2010-2013: Highland Park ISD/Highland Park High School/CTMT will work with high school staff to design, develop, and implement ways to increase student learning time and a more community-oriented campus by providing services through our Parent Resource Center (PRC) on campus and continuing partnering with Amarillo College and AC Community Link.
- n) August 2010-2013: Highland Park ISD/Highland Park High School will work closely with high school staff to provide operational flexibility and sustained support with staffing and scheduling to fully implement a comprehensive approach to sustainability improving student achievement outcomes and to increase high school graduation rates by hiring full-time core area tutors and establishing a High School Summer Academy, June 2011.

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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).

- o) August 2010-2013: Highland Park ISD/Highland Park High School will work diligently to ensure that the campus receives ongoing, intensive technical assistance and related support from the district's Central Office, TEA, Region 16 ESC, and SIRC personnel.
- p) August 2010-2013: Highland Park ISD/Highland Park High School may implement other strategies to develop teachers' and school leaders' effectiveness by instituting a system for measuring changes in instructional practices resulting from the extensive professional development and instructional coaching on the campus.
- q) August 2010-2013: Highland Park ISD/Highland Park High School will implement, monitor, and manage the school-wide Response to Intervention (RtI) model and actively use the tiers of intervention to help students.
- r) August 2010-2013: Highland Park ISD/Highland Park High School will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity and is producing the intended impact on student achievement with modifications if areas are found to be ineffective. Teachers will bring data to weekly meetings to analyze.
- s) August 2010-2013: Highland Park ISD/Highland Park High School will provide additional professional development as needed to support teachers with strategies for students with disabilities in the least restrictive environment and to ensure that Limited English Proficient students acquire language skills to master academic content. Specialists from Region 16 will provide ongoing SIOP and ELPS training.
- t) August 2010-2013: Highland Park ISD/Highland Park High School will use and integrate technology-based supports and interventions as part of the instructional program for the campus, implementing proficiencies.
- u) August 2010-2013: Highland Park ISD/Highland Park High School will increase rigor by offering Advanced Placement course work in core areas of Reading/LA with AP English Language and Composition and AP English Literature and Composition, AP Calculus, PreAP Biology, PreAP Social Studies, and Dual Credit and our new Dual Degree Program (begun in 2009-2010 school year) opportunities in our partnership with Amarillo College.
- v) August 2010-2013: Highland Park ISD/Highland Park High School through the transformation intervention model will begin to move toward more rigorous project/problem/inquiry-based contextual learning opportunities to prepare all students, especially at-risk and those non-traditional career students for college and work readiness.
- w) August 2010-2013: Highland Park ISD/Highland Park High School will also work diligently to improve student transition from middle school to high school through transition meetings, programs, and summer academies.
- x) August 2010-2013: Highland Park ISD/Highland Park High School will establish early warning systems to identify students who are at risk of failing to achieve high standards or graduate and to increase graduation rates by providing TAKS ACCESS (Academic Success in LA/Math/Science) classes, Odyssey Lab for credit recovery, tutorial and intervention programs, summer school, and small learning communities for the acceleration of basic reading and mathematics skills for all students. Full-time tutors in the four core areas will be used to assist.
- y) August 2010-2013: Ongoing review of the transformation intervention model for the high school will be recursive and sustained throughout the duration of the grant period with modifications to achieve greater results.

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.		
1	Campus TTIPS Management Team (CTMT): Mathematics, English Language Arts, Science, and Social Studies Department Leaders, the Assistant Superintendent, and other campus personnel as needed.	
2	Campus Administrative Team: Principal and Assistant Principals	
3	District Administrative Team: Superintendent, Assistant Superintendent of Curriculum and Instruction, Business Manager, and Central Office Personnel	
4	District Improvement Committee: Teachers, Paraprofessionals, Parents, Business and Community Representatives, Students, Administrators, and District Personnel	
5	Parental and Community Involvement Team: District Support Coordinator, Parent Committee, and Principal's Advisory Committee (PAC)	
6	Senior Citizens Group: Members of the District's Community	
7	District Advisory Committee (DAC): Comprised of Parents, Community Leaders, and Teacher Leaders	
8	School Board: Team of Eight, including the Superintendent and School Board Members	
9	Secondary Student Success Team: Campus Department Leaders, Directors of Special Education and Technology, Assistant Superintendent of Curriculum and Instruction, Campus Administrators, Superintendent	
10		

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Section D: Improvement Activities and Timeline

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

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

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

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Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1, 2, 4	Improve Student Achievement in Reading/ELA	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture	8/1/2010	6/30/2013
1, 2, 4	Improve Student Achievement in Mathematics	Improve academic performance	DuFour/Professional Learning Communities; Stiggins; Datnow, Park, & Kennedy (2009)	8/1/2010	6/30/2013
1, 2, 4	Improve Student Achievement in Science	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013
1, 2, 4	Improve Student Achievement in Social Studies	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013

Add additional pages as needed.

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Section D: Improvement Activities and Timeline (cont.)

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1, 2, 4	Improve Student Achievement in Reading/ELA	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture	8/1/2010	6/30/2013
1, 2, 4	Improve Student Achievement in Mathematics	Improve academic performance	DuFour/Professional Learning Communities; Stiggins; Datnow, Park, & Kennedy (2009)	8/1/2010	6/30/2013
1, 2, 4	Improve Student Achievement in Science	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013
1, 2, 4	Improve Student Achievement in Social Studies	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013
1, 2, 4	Improve Student Achievement in Reading/ELA	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture	8/1/2010	6/30/2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1, 2, 3, 5, 6, 7	Principals attend Schlechty Center's Principals Summer Academy	To increase leadership effectiveness	Fenwick English; Marzano, et al.	8/1/2010	6/30/2013
1, 2, 3, 5, 6	Principal meets with Superintendent weekly to analyze 90 day plans	To increase leadership effectiveness through consistent accountability	English; Marzano; SIRC; SEDL, et al.	8/1/2010	6/30/2013
1, 2, 3, 5, 6	Principals meet with teachers/departments assigned weekly to analyze progress	To increase leadership effectiveness through consistent communication	English; Marzano, SIRC; SEDL; et al.	8/1/2010	6/30/2013
1, 2, 3, 4	Principal to Improve Student Achievement in Reading/ELA	Principal is responsible for academic performance improvement for the campus	DuFour/Professional Learning Communities; New Schools Venture	8/1/2010	6/30/2013
1, 2, 3, 4	Principal to Improve Student Achievement in Mathematics	Principal is responsible for academic performance improvement for the campus	DuFour/Professional Learning Communities; Stiggins; Datnow, Park, & Kennedy (2009)	8/1/2010	6/30/2013
1, 2, 3, 4	Principal to Improve Student Achievement in Science	Principal is responsible for academic performance improvement for the campus	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013
1, 2, 3, 4	Principal to Improve Student Achievement in Social Studies	Principal is responsible for academic performance improvement for the campus	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013

Add additional pages as needed.

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1, 2, 3, 4	Hire 4 full-time tutors in Reading/LA, Math, Science, and Social Studies	To improve learning time, and increase student achievement using quality data and leadership	English; Stiggins; Marzano & Pickering; et al.	8/1/2010	6/30/2013
1, 2, 3, 4	Establish High School Summer Academies in Reading/LA, Math, Science, and Social Studies	To improve learning time, and increase student achievement using quality data and effective leadership	English; Stiggins; Marzano & Pickering; et al.	8/1/2010	6/30/2013
1, 2, 4	Improve Student Achievement in Reading/ELA	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture	8/1/2010	6/30/2013
1, 2, 4	Improve Student Achievement in Mathematics	Improve academic performance	DuFour/Professional Learning Communities; Stiggins; Datnow, Park, & Kennedy (2009)	8/1/2010	6/30/2013
1, 2, 4	Improve Student Achievement in Science	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013
1, 2, 4	Improve Student Achievement in Social Studies	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 5: Increase Parent/Community Involvement

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5	Establish a Parent Resource Center	To increase parent/community involvement	English; Marzano; et al.	9/1/2010	6/30/2013
5	Provide ongoing book studies, parent resources through the PRC	For District Support Coordinator to increase parent/community involvement	DuFour/PLCs; English; Marzano; et al.	8/1/2010	6/30/2013
1, 2, 4, 5	Improve Student Achievement in Reading/ELA	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture	8/1/2010	6/30/2013
1, 2, 4, 5	Improve Student Achievement in Mathematics	Improve academic performance	DuFour/Professional Learning Communities; Stiggins; Datnow, Park, & Kennedy (2009)	8/1/2010	6/30/2013
1, 2, 4, 5	Improve Student Achievement in Science	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013
1, 2, 4, 5	Improve Student Achievement in Social Studies	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013

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 6: Improve School Climate

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6	Staff evaluations of climate through surveys, interviews, exit interviews, etc.	Annual school climate evaluation through anonymous surveys "to take the temperature" of the campus	DuFour, et al.	8/1/2010	6/30/2013
6	Ongoing evaluations of and recommendations for team building	Evaluations and recommendations through the CNA for team building activities for the campus	DuFour, et al.	8/1/2010	6/30/2013
1, 2, 4, 6	Improve Student Achievement in Reading/ELA	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture	8/1/2010	6/30/2013
1, 2, 4, 6	Improve Student Achievement in Mathematics	Improve academic performance	DuFour/Professional Learning Communities; Stiggins; Datnow, Park, & Kennedy (2009)	8/1/2010	6/30/2013
1, 2, 4, 6	Improve Student Achievement in Science	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013
1, 2, 4, 6	Improve Student Achievement in Social Studies	Improve academic performance	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013

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

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7	Summer Professional Development as required	To improve teacher efficacy and quality	DuFour/PLCs; English; Marzano & Pickeing	8/1/2010	6/30/2013
7	Ongoing Instructional Coaching provided by Region 16 Specialists in content areas	To improve teacher efficacy and quality	DuFour/PLCs; English; Marzano & Pickering	8/1/2010	6/30/2013
7	Bi-weekly meetings with Assistant Supt. to improve teaching and learning	To improve teaching and learning through data driven instruction	DuFour; Stiggins; English; Marzano & Pickering	8/1/2010	6/30/2013
7	Ongoing, job-embedded professional development throughout the school year	To improve teacher efficacy and quality through quality instruction	DuFour; Stiggins; English; Marzano & Pickering	8/1/2010	6/30/2013
1, 2, 4, 7	Improve Student Achievement in Reading/ELA	Improve academic performance through quality instruction	DuFour/Professional Learning Communities; New Schools Venture	8/1/2010	6/30/2013
1, 2, 4, 7	Improve Student Achievement in Mathematics	Improve academic performance through quality instruction	DuFour/Professional Learning Communities; Stiggins; Datnow, Park, & Kennedy (2009)	8/1/2010	6/30/2013
1, 2, 4, 7	Improve Student Achievement in Science	Improve academic performance through quality instruction	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013
1, 2, 4, 7	Improve Student Achievement in Social Studies	Improve academic performance through quality instruction	DuFour/Professional Learning Communities; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013
7	Ongoing weekly department meetings in Reading/LA; Math, Science, and Social Studies	Improve academic performance through quality instruction	DuFour/PLCs; New Schools Venture; Stiggins; Marzano & Pickering	8/1/2010	6/30/2013

Add additional pages as needed.

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

Part 4: Waiver Requests

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

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

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

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

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

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

Highland Park ISD/Highland Park High School agrees to comply with any reporting and evaluation requirements that TEA may establish and agrees to submit the reports in formats requested by TEA.

Highland Park ISD/Highland Park High School has developed a process for providing ongoing monitoring and management of grant activities and to solicit feedback in order to ensure continuous improvement on the campus and specifically for targeted areas as determined by the CNA that will be regularly reviewed, analyzed, and evaluated throughout the duration of the grant project with modifications and improvements as more knowledge and experience is gained through our partnership with the district shepherd, TEA, and SIRC.

This process will include but will not be limited to the following procedural components:

- 1) The incoming Superintendent Mike Brown will meet with the campus principal once a week to closely monitor and support transformation intervention efforts on the campus by examining the 90 day plans for improvement submitted by the principal. This will be an ongoing, recursive process with modifications, adjustments, and changes as needed and directed by the Superintendent. The Superintendent will keep records of the intervention efforts and 90 day plans in his office for Board Members, parents, community members, and/or others who may have questions regarding the transformation intervention model progress for viewing requests.
- 2) The Assistant Superintendent Janet Hindman will meet bi-weekly with the CTMT department leaders to examine weekly data and progress with all students and teachers and to trouble-shoot and/or problem solve any issues of concern or lack of progress that students are experiencing. Research-based strategies of best practices will be at the forefront of each meeting and/or discussion. Janet Hindman will be the go-to person for the teaching staff and will be available weekly for teachers. One day a week will be scheduled to be on campus in support of the teachers and their intervention efforts. A log will be maintained to monitor progress of continuous improvement and all modifications.
- 3) Campus department leaders will meet with their teachers in their respective departments once a week to disaggregate data, discuss progress, best teaching strategies, and to problem-solve. Teacher leaders may also decide to meet across disciplines bi-weekly to promote higher levels of success within the transformation intervention model and to ensure greater levels of students' academic success. Assistant principals assigned to specific content areas will also attend department meetings for ongoing monitoring of continuous improvement and in meeting the established goals of each department and of the campus. All types of data will be used to monitor progress and levels of success.
- 4) The principal will conduct regular faculty meetings of all campus staff to closely monitor the progress of continuous improvement to ensure the success of all students within the entire campus community. Celebrations of student success and a focus upon areas needing improvement and/or students needing additional support and intervention will be topics of regular discussion with the entire staff. A log will be kept by the principal for weekly meetings with the Superintendent.
- 5) The principal will establish and conduct her own schedule of regularly scheduled meetings with teachers of all departments for stronger communication avenues, genuine support, and positive encouragement and will report directly to the Superintendent all campus progress. The Superintendent will monitor school climate and efficacy of all efforts.
- 6) The Superintendent and Assistant Superintendent will meet with campus personnel, the district leadership team, directors, and/or teachers regularly to ascertain progress and to ensure continuous improvement. Together, the school leaders will work closely together to guarantee the success of the transformation intervention model for the high school.

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

Highland Park ISD firmly believes that by giving voice to our data, Highland Park High School can experience true continuous improvement as a Professional Learning Community complete with collaborative, engaged, and interactive learners encompassing 21st century skills and working as a team to inspire students to even greater levels of achievement for college and work readiness to secure bright futures as American citizens. In order to accomplish this dream of a 21st century high school with greater consistent success and higher achievement, Highland Park High ISD/Highland Park High School has currently developed a process for formative evaluation as a foundational method of analyzing the results of the grant program that will be an ongoing and recursive process throughout the grant period.

The purpose of Highland Park ISD's formative evaluation process will be to examine the conduct of the project that includes a determination of the effectiveness of strategic planning, design, implementation, and evaluation of the campus project. An area for communications and evaluations from parents, teachers, students, staff, community members, etc. will be established on our website at <http://www.hpisd.net> called "Just Talk About It." Also, a specific area for the TTIPS grant will be created and maintained on our school website as well as a page for campus input and feedback on the campus website in order to gather sufficient data to evaluate the transformation project and to determine quality measures according to the purpose and objectives of the transformation intervention model.

Other ways that formative evaluation information will be obtained for analysis and evaluation includes discovery of the quality, type, and degree of: strategic planning, implementation, and evaluation of project activities; collaboration with project partners such as TEA, Region 16, SIRC, Amarillo College, Amarillo ISD, and others; levels of communication with and reporting to the Superintendent and Assistant Superintendent of progress and/or any problems that may occur; professional development activities; services provided to targeted student populations; C-Scope curriculum and resources; type of instruction; products or documents developed as part of the campus project; strengths and weaknesses of the project design, implementation, and evaluation; and the extent to which recommendations for modifying and/or improving the program as a result of ongoing evaluation activities was implemented.

The CTMT and other staff members will also conduct a formative evaluation of meetings, instructional coaching, availability of resources, professional development needs being met; training schedules; all calendars associated with the project such as the professional development/curriculum/assessment calendars, meeting schedules, etc.; student assessment data such as pre-assessments, interim, and post-assessments by looking at the patterns, trends, and gains that students have experienced, including state assessments such as TAKS, End-of-Course, AP Exams, Dual Credit final exams, grades, etc. All classroom and individual data submitted to the CTMT members will be used to conduct a full-scale formative evaluation so that changes, revisions, and improvements may be made within the transformation intervention model for the campus from year to year during the grant period.

The results of the evaluation will be used to monitor, manage, and promote the success of the transformation intervention model and will direct changes, modifications, and revisions that need to occur to improve the transformation for the campus. This ongoing process will support efforts to improve the grant project throughout the entire grant period with continuous input and feedback from all stakeholders.

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

Highland Park ISD/Highland Park High School has established an ongoing campus process for data collection methods for both qualitative and quantitative data and also how the data will be disaggregated and then will be used to improve instruction and to secure continuous improvement results. Data will be gathered from the pre-assessments, interim assessments, and post-assessments, in addition to six weeks' grades, semester exams, and students' TAKS histories. As the campus's comprehensive curriculum, C-Scope has common assessments per grade level and content-specific areas that will also provide quantitative data for analysis of patterns, trends, and student outcomes.

1) How the data will be disaggregated: A software program called DMAC that was purchased for 2010 will be used to collect and disaggregate quantitative data for CTMT meetings of analysis and evaluation. At the start of school, the pre-assessments in each content area, especially in Reading/LA and Mathematics and including Science and Social Studies will be administered as early as possible to establish a baseline for the first six weeks. Teachers will analyze the data to determine areas of strength and weaknesses for their students and to identify any gaps of learning that may exist. Each six weeks, teachers will collaborate, disaggregate, and evaluate the data from the various types of assessments that have been given to students for that grading period and will continually track student progress. The weekly and bi-weekly meeting schedules of each department will easily assist teachers in identifying problem areas and to actively monitor the progress of each of their students. Qualitative data will be gathered through open-ended questions, surveys, and teacher and/or team interviews. Journals and/or logs will aid in disaggregating this data.

Each department will develop additional plans for data disaggregation in August 2010 during the staff development days that are scheduled before school starts. Region 16 personnel will provide additional trainings for teachers in data disaggregation and in the use of DMAC. Each year of the grant period will continue to develop greater skill and understanding for teachers and campus administrators. The campus staff will begin to learn how to give a voice to their data and through professional development, teachers and administrators will learn in greater depth how to use data to drive their instruction and more effectively meet the needs of students by closing the gaps in their learning.

2) How data will be used to improve instruction: Teachers will use the data that they collect to improve instruction in each content area by identifying specific gaps in student learning. Identified gaps in learning of student expectations (SEs), conceptual understandings, and/or ongoing process skills will be targeted with explicit and strategic teaching and learning with greater specificity. By knowing what content, knowledge, and/or skills students do not know, are not able to do, and do not understand, then teachers are much better equipped in meeting the needs of each one of their students, both individually and collectively when their instruction is driven by the data. Data paints dramatic pictures of where students need additional interventions and require more support. Data-driven instruction and results-based teaching will improve learning for all students in the classroom with the aid of discussions, journals, and logs. Each data point represents a child and teachers will continually be reminded of this truth.

3) How data will be used to obtain continuous improvement results: A closer, constant, and consistent analysis of data daily, weekly, and in each six weeks grading period will facilitate teachers obtaining continuous improvement results within each individual classroom and on the entire campus. Teachers, parents, and students will be able to track and monitor their progress much more closely and will discover problem areas much more quickly where students need additional support and intervention. Data will help the campus make decisions, drive instruction, and provide evidence of continuous improvement results that ensures the successful implementation of the transformation intervention model project.

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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

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

Highland Park ISD/Highland Park High School has initiated a process to develop campus goals that has served as a precursor to additional plans that will be developed and implemented in creating campus' performance goals once all of the final reports of TAKS data are released the summer of 2010. The groups participating in the development of the initial development of performance goals included the CTMT, CAT, DAT, DIPC, DAC, SSST, parents, and Central Office district personnel (Included on Schedule #4B, Parts 1 and 3 as detail of members of each participating group). During the CNA, these groups scheduled several meetings in May 2010 to examine campus and specific department data to determine and prioritize needs and identify any barriers that may exist. Based upon the data gathering, collection, and analysis of all campus data, the groups collectively determined what performance goals should be set for the campus.

Additionally, if Highland Park High School receives the grant award, the following process will be used by various participating groups to determine, establish, and implement the performance goals of the campus.

- Once the grant awards are announced by TEA, if Highland Park High School becomes a grantee, letters from the Superintendent and/or Assistant Superintendent will be mailed to all of the high school staff members informing staff members of the award and to request the reconvening of the Campus TTIPS Management Team (CTMT) in early August.
- When TAKS final scores are released to the district, the CTMT will disaggregate the campus data and begin formulating recommendations to create campus performance goals. With the input and participation of all stakeholders, including district personnel and campus school leaders, the CTMT will develop S.M.A.R.T. Goals as performance goals that ensures that all goals are strategic, measurable, attainable, results-based, and are timebound. Looking at trends and patterns over the last 3 to 5 years, the CTMT will form performance goals for each area as determined by the grant application.
- The performance goals in each area will be set in August 2010 by the participating groups of stakeholders and will be continuously monitored, reviewed, and revised as needed. Ninety day plans based upon the campus data will assist teachers in driving instruction in deep and meaningful ways because instruction will be data-driven as will campus decisions.
- More specifically, each department will meet weekly within their departments and bi-weekly with the Assistant Superintendent to assess the progress of meeting goals. As goals are reached, new goals will be made. Goal setting, analysis, monitoring, and revising will be an ongoing recursive process during the grant period.
- The campus principal and assistant principals will also meet weekly with the department leaders and teachers to ascertain the progress being made in forming and meeting performance goals. By working with the Superintendent, Region 16, the District Shepherd, and SIRC personnel, campus principals will be proactive as instructional leaders on the campus to assist teachers and their students meet their goals.
- In meeting weekly with the campus principal, the Superintendent will monitor progress the principal is making as an instructional leader on the high school campus in assisting teachers to meet campus goals. Just as the principal will be responsible for regular walkthroughs and holding weekly meetings with campus teachers to report to the Superintendent, the Superintendent will conduct regular walkthroughs to observe the work and progress of the principal to determine if the principal is meeting the performance goals that have been set.
- Assistant principals will also be observed and monitored as they attend weekly meetings with teachers, conduct walkthroughs, and also serve as instructional leaders on the campus. The Superintendent and principal will monitor the progress of the assistant principals and make recommendations to improve performance.
- All core teachers and their department leaders will be accountable to one another, to the principal and assistant principals, and to Central Office personnel such as the Superintendent and Assistant Superintendent in meeting the goals that they have set in a consistent, efficient, and effective manner.
- Assessment data such as the pre-assessments, interim, and post-assessments and including grades, common assessments, six weeks' tests, and semester exams will be used to make decisions and to drive instruction on the campus.
- As goals are set and then met, additional goals of even greater achievement will continually be developed.

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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).

- In addition to teachers developing performance goals for their students, their departments, and the campus, teachers will also set goals for themselves as individuals. The Teacher Self Report Parts I and II in PDAS will be used and/or the evaluation tool that will be developed with the participation of the teachers and campus principals for the purposes of the grant will set goals for teacher performance. This tool will assist the district and/or the campus in the evaluation of teacher efficacy and levels of improvement.
- A similar process will be used by the campus principal and assistant principals in collaborating with district personnel in setting personal and individual goals as instructional leaders and goals for the high school campus. These goals will be used to evaluate the progress and success of each campus administrator and will be reflected in the evaluation tool that will be developed for the grant period to determine campus principal efficacy and levels of improvement.
- All groups participating in the grant period will set S.M.A.R.T. Goals for the campus and for their particular group to ensure the successful implementation of the transformation intervention model in all areas of the campus. As stated within this grant application, if what gets measured and monitored gets done, then setting goals, both personal and professional, and evaluating the progress in meeting those goals is paramount to effective improvement for all stakeholders that will eventually lead to a successful transformed school.
- The incentives that have been outlined within the grant application will prove to be very helpful and causal for encouraging stakeholders to make, meet, and succeed in achieving the goals that all groups have set for themselves, for their groups, and for the campus.
- As Helen Keller has previously stated, "Alone, we can do so little; together, we can do so much." Together, all stakeholder groups can accomplish so much in transforming Highland Park High School into an efficient, effective, Professional Learning Community where all kids can learn and the school becomes a true community-based learning environment.
- Without the opportunities that the TTIPS grant will provide to supplement the efforts already begun for Highland Park High School to improve, only minimal gains in student academic achievement would occur and the future for our students would be less bright and less hopeful.
- Performance goals will be set in August 2010 and will continue to develop and grow as the school year begins and the project unfolds.

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA (avg. of 9-11)	TAKS/EOC	93%	95%	97%	99%
2	Improve Student Achievement in Mathematics (avg. of 9-11)	TAKS/EOC	84%	88%	93%	97%
3	Improve Student Achievement in Science (avg. of 10-11)	TAKS/EOC	86%	90%	95%	99%
4	Improve Student Achievement in Social Studies (avg. 10-11)	TAKS/EOC	95%	97%	99%	100%
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	Pre Assessments (Aug./Sept.)	TMSDS/TAKS Released Tests	Not yet available	Baseline data	2% growth	3% growth
2	Six Weeks Assessments	TEKS/TAKS-Based	Not yet available	Baseline data	2.5% growth	3% growth
3	Interim Assessments	TEKS/TAKS-Based	Not yet available	Baseline data	2.5% growth	3% growth
4	Post Assessments	TEKS-based/TAKS	Not yet available	Baseline data	3% growth	5% growth
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	Principal Efficacy	PDAS/TAKS	Not yet available	2%	5%	5%
2	Assistant Principal Efficacy	PDAS/TAKS	Not yet available	2%	5%	5%
3	District Support Coordinator	PDAS/Surveys	Not yet available	2%	5%	5%
4	Technology Director	PDAS/Surveys	Not yet available	2%	5%	5%
5	Special Education Director	PDAS/TAKS	Not yet available	2%	5%	5%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Tutorials	Grades/TAKS Scores	Not available	3% gain	5% gain	5%+ gains
2	Summer School Academies	Grades/TAKS Scores	Not yet available	3% gain	5% gain	5%+ gains
3	TAKS ACCESS Classes	Grades/Credits /TAKS Scores	Passing TAKS	3% gain	5% gain	5%+ gains
4	Odyssey Lab Credit Recovery	Grades/Credits /TAKS Scores	Passing Grades	3% gain	5% gain	5%+ gains
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	District Support Coordinator	PDAS/Surveys	Not yet available	2%	5%	5%
2	Campus Principal	PDAS/Surveys	Not yet available	2%	5%	5%
3	Assistant Principals	PDAS/Surveys	Not yet available	2%	5%	5%
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	Campus Principal	Surveys	Not yet available	2%	5%	5%
2	Assistant Principals	Surveys	Not yet available	2%	5%	5%
3	Directors (Technology/SpEd)	Surveys	Not yet available	2%	5%	5%
4						
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	Highly Qualified Teachers	HQ Reports	Not yet available	100%	100%	100%
2	Teacher Efficacy	PDAS Self Report/TAKS	Not yet available	2%	5%	5%
3	Teacher Development	Professional Development	Not yet available	2%	5%	5%
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Staff Technology Proficiencies	Checklist	Not yet available	2%	5%	5%
2	Teachers / Curriculum Fidelity	Lesson Plans	Not yet available	2%	5%	5%
3	Staff Campus Collaboration	Logs	Not yet available	2%	5%	5%
4						
5						

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

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

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

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

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

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

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

Barrier: Gang-Related Activities

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

Barrier: Drug-Related Activities

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

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

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

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

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

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

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

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

Barrier: Absenteeism/Truancy

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

Barrier: High Mobility Rates

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

Barrier: Lack of Support from Parents

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

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Shortage of Qualified Personnel					
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others	
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Knowledge Regarding Program Benefits					
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others	
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Lack of Transportation to Program Activities					
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others	
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barrier: Other Barrier					
#	Strategies for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other Strategy:				

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

Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A	Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276
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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	\$ 330,263	\$ 150,000	\$	\$ 480,263
Professional and Contracted Services	5C	6200	805,880			805,880
Supplies and Materials	5D	6300	1,178,857			1,178,857
Other Operating Costs	5E	6400	498,000			498,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/ 15XX	37,000			37,000
	Total Direct Costs		\$2,850,000	\$150,000		3,000,000
	% Indirect Costs			0		0

Grand Total						
Total Budgeted Costs:			\$ 2,850,000	\$ 150,000	\$	\$ 3,000,000

Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						\$3,000,000
Multiply by 5% (5 % limit)						X 5%
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 150,000

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

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

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

* 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

6100: Financial Incentives if groups meet percentage targets in Reading/LA, Math, Science, and Social Studies for 1 year only @\$5,000; Signing Bonus @\$5,000 for one year only for new highly effective teachers hired to teach either Reading/LA, Math, Science, and/or Social Studies; 4 Tutors (in Reading/LA, Math, Science, and Social Studies) to work 4 days each week @\$200/day X 39 weeks; hire new Curriculum/Administrative secretary to assist Grant Manager, professional development needs, data and documentation needs, etc.; new High School Summer Academies in 4 core areas of Reading/LA, Math, Science, and Social Studies with 4 teachers for 15 days, Monday through Thursday for 4 hrs/day x \$30/hr.

6200: Region 16 ESC District Shepherd Contract @15%; Consultants @\$75,000/yr; Social Student Services @\$39,960/yr; Teacher/Principal Evaluation System @\$500/yr; Response to Intervention (RtI) @\$500/yr; Printing for training materials, logs, including parental and community involvement materials.

6300: Instructional Supplies for high school departments of Reading/LA, Math, Science, and Social Studies of \$53,000/yr; Smart Boards @\$3100 x 25; iPads @\$550 36, and iPad cases @\$45 x 36; staff development books for staff book studies @\$10,000/yr; library cataloguing system year 2 only @\$25,537; high school library books @\$50,000/yr; dictionaries/thesauruses for @\$50 for 222 students for 1 year only; TI-84 calculators for all students (included in the department budget increase for Math); High School Summer Academies Curriculum and Supplies @\$25,000/yr; High School Server @\$5,000 to accommodate new software; MySatori software @\$1,800; parent resources for PRC @\$5,000 for one year only; staff development supplies @\$10,000 for one yr. only; storage cabinet/3 filing cabinets for TTIPS only and for 1 yr. only @\$2,700; Incentive rewards of supplies to increase department budgets @\$10,000/yr. per department that shows improvement in Reading/LA, Math, Science, and Social Studies @\$40,000/yr.

6400: Travel @\$2,000 per person of Reading/LA, Math, Science, and Social Studies, CTMT teachers + leadership team; parent involvement district support coordinator, teachers for required trainings including the 5 day summer training and content-specific conferences for 5 days; required travel for the Superintendent, Assistant Superintendent, and Grant Accountant; student travel @\$20,000 per yr. for \$5,000 per 4 content areas of Reading/LA, Math, Science, and Social Studies; and the required Post. Behavior Support @\$4,000/yr.

Capital Outlay: Furniture for staff development including tables and chairs to accommodate high school staff @\$25000 for one year only; high school floor scrubber @\$7,000 for one year only; server for High School @\$5,000 for one year only.

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

Budgeted Costs

Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Incentives if % targets are met @\$5000 yr/one year, also CTMT	28.0		\$	\$ 140,000
2	Educational Aide					0
3	Tutor	1 tutor for each of the 4 core areas/4 days a week for 39 weeks @\$200 per day				134,348
Program Management and Administration						
4	Project Director	Project Manager @\$25,000 yr.	1.0			75,000
5	Project Coordinator					0
6	Teacher Facilitator					0
7	Teacher Supervisor					0
8	Secretary/Administrative Assistant	New Curriculum/Administrative Asst. @\$14.00/hr	1.0			28,610
9	Data Entry Clerk					0
10	Grant Accountant/Bookkeeper	Grant Project Accountant @\$25,000 yr	1.0			75,000
11	Evaluator/Evaluation Specialist					0
Auxiliary						
12	Counselor					0
13	Social Worker					0
14	Child Care Provider					0
15	Community Liaison/Parent Coordinator					0
16	Bus Driver					0
17	Cafeteria Staff					0
18	Librarian					0
19	School Nurse					0
Other Employee Positions						
22	Title:	New Teacher (Recruitment x 4 core areas; Signing Bonus) 1 yr. only @\$5000 each core area as needed	4.0			20,000
23	Title:					0
24	Title:					0
25	Title:					0
26	Subtotal Employee Costs				\$ 0	\$
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$ 0	\$ 0
28	6119	Professional Staff Extra-Duty Pay (HS Summer Academies X 4 Teachers 15 days 4 hrs/day x \$30/hour			0	7,305
29	6121	Support Staff Extra-Duty Pay			0	0
30	6140	Employee Benefits			0	0
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 0	\$ 0
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 0	\$ 480,263

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Texas Title I Priority Schools Grant

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

	Expense Item Description	Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____	\$	\$ 0
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____		0
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify purpose: _____		0
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify purpose: _____		0
Subtotal			0
6200 – Professional and Contracted Services Cost Requiring Specific Approval			0

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

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Professional Consultants (Dr. Jamie McKenzie, Dr. Eric Cupp, etc.) @ \$75,000 per year and less than \$10,000 per day, Total amount	\$ 225,000	\$	\$ 225,000
2.	Student Social Services (required by grant) @ \$39,960 per year, Total	119,800		119,880
3.	Teacher/Principal Evaluation System @ \$500/yr, Total	1,500		1,500
4.	DMAC Response to Intervention (RtI) @ \$500/yr, Total	1,500		1,500
5.	Printing/Training/(Including Parent Involvement)	8,000		\$8,000
6.		0		0
7.		0		0
8.		0		0
9.		0		0
10.		0		0
Subtotal			\$	\$ 355,880

Professional and Consulting Services Less than \$10,000 \$ \$ 355,880

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

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

Region 16 TTIPS Contract/Technical Support/District Shepherd @15% of total grant award

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs Title: Region 16	1	\$ 450,000	\$	\$ 450,000
Subgrants, Subcontracts, Subcontracted Services		0		0
Supplies and Materials		0		0
Other Operating Costs		0		0
Capital Outlay (Subgrants Only)		0		0
Indirect Cost (____%)		0		0
Total Payment:		\$ 450,000	\$	\$ 450,000

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by telephone/e-mail/FAX on _____ by _____ 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 (cont.)			
2. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$ 0
3. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$ 0
4. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$ 0
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:				\$ 805,880

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Budgeted	
6399	Technology Hardware- Not Capitalized			\$	\$103,037	
	#	Type	Purpose			Quantity
	1	Smart Boards	Improving Student Achievement/Implementing Technology for 21 st century skills @\$3100			25
	2	iPads	Improving Student Achievement/Implementing Technology for 21 st century skills @\$550			36
	3	Library Cataloguing System	Year 2 to replace outdated Library System			1
	4					
					27,337	
6399	Technology Software- Not Capitalized				32,700	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					163,074	
Remaining 6300- Supplies and Materials that do not require specific approval:					1015,783	
Grand Total				\$	\$ 1,178,857	

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Texas Title I Priority Schools Grant Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval			
Expense Item Description		Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: In state grant required travel for teachers/CTMT @\$2,000/person	\$	\$ 372,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Student Travel at \$20,000 yr of \$5,000 each X 4 core areas of Reading/LA, Math, Science, and Social Studies educational student travel to improve academic achievement		60,000
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:		0
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Required Fee Post. Behavior Support @\$4,000 per year		12,000
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: Superintendent required travel by the grant 5 day @\$2,000 per year		6,000
6429	Actual losses which could have been covered by permissible insurance		0
6490	Indemnification Compensation for Loss or Damage		0
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)		48,000
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:		0
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)		0
	Specify purpose:		
Total 64XX- Operating Costs Requiring specific approval:			498,000
Remaining 6400 - Other Operating Costs that do not require specific approval:			0
Grand Total		\$	\$ 498,000

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

	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					\$0
66XX/15XX- Technology Hardware - Capitalized					
2	Server for High School/1 yr. only				\$5,000
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19	Furniture for Professional Development/tables and chairs				\$25,000
20	Floor Scrubber for the High School / 1 year only				7,000
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:					\$37,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>188903</u> County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>188903</u> County-District No.
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- E. **Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. **State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. **Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. **Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. **Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. **Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. **Encumbrances/Obligations:** 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 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, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>188903</u> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>188903</u> County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>188903</u> County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
1. **Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 2. **Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 3. **Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 4. **Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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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.

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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>188903</u> County-District No.
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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>188903</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>188903</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled **Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions**, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>188903</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 #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>188903</u> County-District No.
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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--

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	<hr/> 188903 County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

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

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

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4. Highly Qualified:

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

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

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

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

8. Teacher Mentoring: Activities that—

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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