

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2011-2014	San Antonio ISD Organization Name	015907 County-District#
		Davis Middle School Campus Name	043 Campus Number
by telephone/e-mail/FAX on _____		74-6002167 9-Digit Vendor ID#	20 ESC Region
by _____ of TEA.		116107047110037 NOGA ID# (Assigned by TEA)	_____ Amendment #

Texas Title I Priority Schools Grant, Cycle 2

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: 08/01/2011 **Project Ending Date: 06/30/2012**

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	X
4	Program Summary and Application Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Model Requirements and Timeline	X	<input type="checkbox"/>
4D	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4E	Program Waivers	X	<input type="checkbox"/>
4F	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	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Robert	J	Durón	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
210-554-2280	210-299-5580	Rduron1@saisd.net	 6/20/2011

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m. **Tuesday, June 21, 2011:**

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

701-11-105-061

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Texas Title I Priority Schools Grant, Cycle 2

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 application has been submitted. Attach all required attachments to the **back** of the application as an appendix.

1	<input type="checkbox"/>	<p style="text-align: center;">Proof of Nonprofit Status</p> <p>Open-enrollment charter schools operated by a nonprofit organization must have the proper proof of nonprofit status on file with the TEA Division of Charter School Administration. Check box to indicate that the open-enrollment charter school is in compliance with the proof of nonprofit status.</p>
2	<input checked="" type="checkbox"/>	<p style="text-align: center;">Assurance of Compliance with Annual Financial Audit (applies to federally funded grants)</p> <p>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.</p>
3	<input checked="" type="checkbox"/>	<p style="text-align: center;">Proof of Financial Stability (applies to federally funded grants)</p> <p>For this particular RFA, TEA reserves the right not to award a grant to an entity that is not financially stable at the time the determination is made by TEA. Financial stability will be considered before a grant award is issued for each year of subsequent continuation funding, and TEA reserves the right to make it a pre-condition for award.</p> <p>a. A school district or open-enrollment charter school shall demonstrate financial stability if the district's or charter school's FIRST rating for at least one of the two most recent years rated is Standard Achievement, Above Standard, or Superior Achievement. Check box to indicate that the school district or open-enrollment charter school is in compliance with the FIRST rating demonstrating proof of financial stability.</p> <p>b. New organizations or new charter schools that have not yet had their first annual audit or are not yet rated under FIRST may submit alternate documentation as described in Part 1: General and Fiscal Guidelines, Conditions for Submission of Applications. Check box to indicate that a copy of the most recent audit or compilation report is attached as applicable. (See Part 1: General and Fiscal Guidelines for details.)</p>

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #1—General Information

Part 3: Applicant Information

Local Educational Agency (LEA) Information

LEA Name				
San Antonio ISD				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
141 Lavaca Street		San Antonio	TX	78210
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
20,21,28	069451631	3W1B1	4838730	
Campus Name			County-District Campus Number	
Davis Middle School			015907043	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
4702 E. Houston Street		San Antonio	TX	78220

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title	
John		Strelchun	Grants Director	
Telephone	Fax	Email		
210-226-0088	210-226-6373	jstrelchun@saisd.net		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
406 Barrera Street		San Antonio	TX	78210

Secondary Contact

First Name	Initial	Last Name	Title	
Anita		O'Neal	Principal	
Telephone	Fax	E-mail		
210-662-8184	210-662-8189	aoneal@saisd.net		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
4702 E. Houston Street		San Antonio	TX	78220

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants through the Texas Education Agency (TEA) to local educational agencies (LEAs) 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 students in their lowest-performing schools. Under the final requirements published in the *Federal Register* in October 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are the lowest-achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and certain additional Title I eligible (participating and non-participating) 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 ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and , certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools).

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must fully 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. 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.
- Tier III grantees may select and expend grant funds for the Texas Tier III Transformation model, or the Texas Designed Model for Early College High Schools (ECHS), Texas Science, Technology, Engineering and Math (T-STEM), or College for All reform initiatives. Grantees selecting one of these models may expend grant funds to support the program requirements listed below.
- 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.

The Texas Designed Model for Tier III contains the applicant's option of the Texas Early College High School (ECHS), Texas Science, Technology, Engineering and Math (T-STEM) or College for All initiatives which all focus on the basic principles and the key elements as required by the TEA Designed Model for Transformation described above. These three models are described below in further detail.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information:

Allowable Activities Cont.

- Early College High Schools (ECHS) are autonomous, small schools designed to create a seamless transition between high school and college. ECHS provide a course of study that enables students to receive both a high school diploma and either an associate's degree or at least 60 credit hours towards a baccalaureate degree. Strong collaborative partnerships between schools and the IHE are developed to ensure the ECHS design elements are met. Schools implementing the ECHS model must apply for designation status through the Early College High School designation process. The pre-implementation period is required to design, develop and prepare for implementation with the guidance of the state approved technical assistance provider.
- Texas Science, Technology, Engineering and Math (T-STEM) academies are rigorous secondary schools focusing on improving instruction and academic performance in the STEM areas. T-STEM Academies use the Design Blueprint to build and implement STEM schools that address the seven benchmarks: 1) mission driven leadership; 2) school culture and design; 3) student outreach, recruitment, and retention; 4) teacher selection, development and retention; 5) curriculum, instruction, and assessment; 6) strategic alliances; and 7) academy advancement and sustainability. Schools implementing the T-STEM model must apply for designation status through the T-STEM designation process. The pre-implementation period is required to design, develop and
- College for All infuses college-ready reforms into an LEA model that enables every student to graduate with a minimum of 12 college-level credits and prepared to earn a post-secondary credential or degree. Design elements/strategies for this model include the following: 1) comprehensive district approach; 2) college-ready curriculum and instruction program; 3) strong P-16 partnerships; 4) comprehensive academic and social supports; 5) intensive summer academy for rising ninth graders including administration of a Texas Success Initiative assessment to determine level of readiness for college-level courses; and 6) college-going culture. The pre-implementation period is required to design, develop, and prepare for implementation with the guidance of the state approved technical assistance provider.

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, Cycle 2

Schedule #4—Program Summary and Application 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	Comprehensive Needs Assessment
2	The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each campus.	Project Management—Activity Timeline
3	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
4	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
5	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
6	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
7	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
8	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
9	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
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

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.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 3: Statutory Assurances

#	Statutory Assurance Description
1	The LEA 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	The LEA provides assurance that it will use its School Improvement/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	The LEA 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	The LEA 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.
5	The LEA provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.
6	The LEA 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.

Statutory assurance #7 continues on next page

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4—Program Summary and Application Requirements

Part 3: Statutory Assurances

#	Statutory Assurance Description
7	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new 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; <ul 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.
8	<p>If the LEA/campus selects to implement the turnaround model, the campus may implement the following federal requirements.</p> <ul 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).
9	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <ul 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.
10	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <ul 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.

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4—Program Summary and Application Requirements

Part 3: Statutory Assurances

#	Statutory Assurance Description
11	<p>If the LEA/campus selects to implement the transformation model, the campus must 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) 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 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. <ol style="list-style-type: none"> (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. <ol style="list-style-type: none"> (A) Establish schedules and strategies that provide increased learning time; and (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. <ol style="list-style-type: none"> (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
12	<p>An LEA may also implement other strategies in the transformation model to develop teachers' and school leaders' effectiveness, such as--</p> <ol style="list-style-type: none"> (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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Schedule #4—Program Summary and Application Requirements

Part 3: Statutory Assurances

#	Statutory Assurance Description
13	<p>An LEA may also implement comprehensive instructional reform strategies in the transformation model, 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.
14	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools in the transformation model, 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.
15	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support in the transformation model, such as--</p> <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.
16	<p>An LEA with nine (9) or more Tier I and Tier II schools, including both schools that are being served with Cycle 1 TTIPS funds and schools that are eligible to receive Cycle 2 TTIPS funds, may not implement the Transformation Model in more than 50 percent of those schools. For purposes of the Cycle 2 competition, the number of Tier I and Tier II schools an LEA has is based on the number of Tier I and Tier II schools the LEA <u>served</u> through the Cycle 1 competition and the number of additional Tier I and Tier II school in the LEA that are identified as <u>eligible</u> Tier I or Tier II on the State's Cycle 2 eligibility lists.</p>

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

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**TEXAS EDUCATION AGENCY
Standard Application System (SAS)**

School Years 2010-2014

015907-
043
County-District-Campus No.

Amendment No.

Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
1	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.
2	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.
3	For the LEAs selecting the TEA Designed Models the applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.
4	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.
5	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
6	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
7	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.
8	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.
9	<p>If the LEA/Tier III campus selects to implement the transformation model, the campus assures that it will 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 with teacher and principal involvement

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 4: TEA Program Assurances

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9	<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>
10	<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>
11	<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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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4—Program Summary and Application Requirements

Part 4: TEA Program Assurances

#	TEA Assurance Description
12	<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.
13	<p>The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--</p> <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.
14	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> 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.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.
<p>By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.</p>	

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4A—Program Abstract

Part 1: Grant Eligibility

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

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).

San Antonio ISD and Davis Middle School plan to implement the TEA Transformation Model in order to create notable change and significant results on the campus in three years time. Davis Middle School (Davis) is a Tier II Title I school which has been persistently lowest-achieving and has significant needs identified for improvement. San Antonio ISD (SAISD) and Davis have a strong commitment to the use of the TTIPS funds to provide adequate resources in order to substantially raise the achievement of the students and enable Davis to make adequate yearly progress and exit improvement status. Not only does Davis plan to use these funds to increase the achievement of the students, it has also plans to use these funds to dramatically improve school climate, drastically enhance teacher quality, significantly expand learning time, notably increase parent and community involvement, appreciably build leadership effectiveness and radically spread the use of data driven instruction.

Suffering from declining TAKS scores, decreasing attendance, high rates of discipline incidents, little to no parental involvement, and a significant overage middle school population, initial conversations regarding a restructuring plan for the middle school began in the LEA and this eastside community of San Antonio last fall. In an initial step, the LEA appointed Ms. Anita O'Neal in January 2011 to make initial, quick improvements to the school climate and to design a comprehensive reform strategy to lead to long term significant change. Since that time, an extensive school needs assessment commenced and multiple dialogues with community stakeholders were held. Davis has been a part of the vision and community dialogue that began with the revitalization and transformation of Sam Houston High School (Sam Houston) in 2009 which has also included a series of Eastside Summits led by the Mayor and the City Council to revitalize the eastside neighborhood in which Davis Middle School and Sam Houston High School reside. Sam Houston, which received TTIPS funding last year to create a New Tech High and infuse project-based Learning, is across the street from Davis.

The changes proposed under this model meet the identified campus need, respond to community and parent concerns, and build on the assets that Davis does have to offer: new leadership; an improving high school across the street which includes a magnet program for manufacturing, engineering and technology and a New Tech High program; community, LEA and city support; new emerging technology and a SmartLab purchased with 2010 Bond funds, reliable community partners and a desire for change. Under this model, SAISD and Davis plan to 1) integrate project-based learning; 2) develop a middle school level engineering program; 3) move from a fine arts and multi-lingual magnet program to an engineering in-district charter; 4) expand programming to overage middle schoolers; 5) develop after school clubs and tutoring programs; 6) infuse additional staff to increase differentiated learning in the core subjects; 7) develop an adult education component on the campus; 8) significantly change the physical layout in the school and 9) implement an LOTC program. We expect these changes to drastically alter the climate of the campus as well as the outcomes.

In addition, these changes for the campus will allow Davis to align its programs with Sam Houston and contribute to the overall transformation of this historically low performing feeder pattern. In just one year, the positive changes at Sam Houston are being felt at Davis. For example, over forty students from Davis have been accepted into the New Tech High program at Sam Houston and are excited to be attending, but only half of Davis' graduating 8th graders will be attending Sam Houston, leaving much room for growth.

With a new principal, a new administrative assistant, and the initiation of a transformation team at the middle school who has been sharing their new vision, the mood of the campus is already beginning to change. The community, staff, and parents are ready to infuse new programs and staff to begin A New Day at Davis.

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Texas Title I Priority Schools Grant, Cycle 2
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								245	222	200					667
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	245	222	200	0	0	0	0	667
Current Total Instructional Staff														46	
Current Total Support Staff														40	

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

1	AEIS/AYP Report
2	LEA Formative Assessments
3	Campus Improvement Plan
4	Crystal Enterprise
5	Parent Informational Meetings
6	Report of teacher effectiveness by Stetson & Associates, Inc.
7	Data provided by community partners i.e. City Year, Communities in Schools, Big Brother Big Sisters
8	I-Data Portal Databases, & ITCS
9	Feedback from Community Meetings (businesses, churches, civic groups, feeder schools, community organizations)
10	PEIMS Data

*Please note that fall enrollment is currently listed at 706 students.

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Texas Title I Priority Schools Grant, Cycle 2
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 to identify the needs of the campus.

The initial conversations regarding a restructuring plan last fall. A new principal, Ms. Anita O'Neal was hired to lead Davis in January, 2011. At that time, an extensive school needs assessment commenced and directed dialogues with community stakeholders took place. These conversations mirrored the ongoing Eastside Summits in San Antonio led by the Mayor and the City Council to revitalize the eastside neighborhood in which Davis Middle School resides.

With a new principal, a new administrative assistant and a designated transformation team in place this spring, the campus was ready to examine data and assess the needs of the campus under a fresh lens. Since January, the LEA, transformation team, and community members have conducted a systematic review of available data sources to develop plans of action that address the needs of the campus. In response to identified needs from these sources, the campus transformation team developed an initial plan to transform the middle school beginning in the summer of 2011.

The campus improvement plan (CIP) is developed through the careful analysis of the available data sources. As a working document, the CIP is updated every 9 weeks by the Campus Leadership Team in an effort to promote the continuous use of data and to inform and/or differentiate the needs of students. The CIP is monitored through the use of the Campus Operations Portal. Understanding the immediate need for improved teacher quality to improve student achievement, classroom walkthroughs, compliance with administrative expectations and directives, analysis of student success, and the analysis of providing quality of instruction with differentiation are all being used to guide staffing decisions for the 2011-2012 school year.

The campus has also administered LEA developed formative assessments to determine instructional weaknesses and strengths. Formative assessments are administered every grading period in the areas of ELA, Math, Science, and Social Studies. Student progress is monitored using data analysis generated from data sources provided by LEA, Edusoft and the Data Director Database. As a part of a SAISD district initiative, all staff now have increased access to all data regarding the school through on-campus data rooms and are encouraged to access that data frequently to make data driven decisions at all levels. Although the data room was utilized during this needs assessment, it is rarely utilized on the campus. As a part of this funding, that data room will be moved to a much more visible location and will be utilized for its intended purpose. Dubbed the Cougar Room, this room will also be utilized for professional development, regular common planning, and administrative meetings which will lead to more data driven instruction.

The campus transformation team used on-site visits, e-mails, telephone calls and off-site visits with stakeholders to assess current activities and determine additional needs of the campus. Additionally, the LEA and campus involved parents, students, teachers, and community partners and the high school and elementary schools in the feeder pattern in the needs assessment process.

This past spring, Ms. O'Neal and the transformation team began testing a new plan for the campus that would address identified needs. Ms. O'Neal held a series of meetings with a diverse set of stakeholders including parents, students, District leadership, local businesses and civic groups, and teachers. Community partners included City Year San Antonio, Communities in Schools, Flint Hill Resources, Ben E. Keith, San Antonians for Growth on the Eastside, Fort Sam Houston, NAACP, San Antonio Spurs Sports and Entertainment, Phi Kappa Gamma (sorority for retired educators), Sam Houston High School, local churches, and feeder schools. Initial feedback has been good. In particular, after-school programming, the LOTC program, career readiness activities, increased parent and community involvement, and the new academic focus have been well received by all parties.

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment Cont.

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

1	LEA & Campus Staff
2	Parents (Parents of incoming students and current students)
3	Campus Leadership Team
4	Campus Transformation Team
5	Local Businesses
6	Local Civic Groups (NAACP, Phi Kappa Gamma, church programs)
7	Community Providers (Communities in Schools, SA Youth, City Year, Big Brothers/Big Sisters)
8	Sam Houston High School and Elementary Feeder Campuses
9	Local Military Establishments and ROTC program staff at the LEA and high schools and LOTC staff at the LEA

Part 1: Comprehensive Needs Assessment Cont.

Section E: List the major needs (not to exceed the top 10) identified by the committee that will be addressed by the selected grant program.

1	2011 Math TAKS 55% passing rate for the campus
2	2011 Reading TAKS 68% passing rate for the campus
3	2011 Science TAKS 60% passing rate for the campus
4	85 overage 7 th and 8 th grade students
5	Average Daily Attendance Rate of 93%
6	No parental involvement, no PTA or parent volunteers who are not employees of the district
7	No curriculum alignment between middle school and feeder high school and loss of students to local charter schools
8	Lack of instructional engagement and differentiated instruction as reported by Stetson & Associates 2011
9	25% of students had in-school suspension and 40% had out-of-school suspension in 2010-2011
10	No after-school clubs or organizations beyond sports such as student council

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**Texas Title I Priority Schools Grant, Cycle 2
 Schedule #4B—Program Description**

Part 2: Project Management

Section A: LEA (District) Capacity Responses are limited to **one page**, 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 selected.

San Antonio ISD (SAISD) has the experience in both managing other grant programs which in size mirror the TTIPS grant and in grant management procedures necessary to implement and evaluate the TTIPS grant. SAISD is currently successfully managing two TTIPS grants (Sam Houston High School and Fox Tech High School) which were awarded for 2010-2013. Accordingly, SAISD recognizes and understand the unique scope of the TTIPS grants and is prepared to fully and effectively implement all the required activities of the transformation intervention model that Davis Middle School plans to implement. SAISD has also successfully managed a number of competitive grants including a US Department of Education GEAR UP grant, \$18M; a US Department of Education Teaching American History, \$1 million; a TEA District Awards for Teacher Excellence grant, \$3.6 million, a TEA Pre-K Expansion grant, \$6.2 million; and a US Department of Education Small Learning Communities Grant (SLC), \$5 million. Although these past grants are not similar in scope to the TTIPS grant, these grants have been successfully implemented and managed.

The transformation of Davis will require increases in equipment and technology on the campus purchased with TTIPS funds and Bond funds. The LEA will assist by aiding in acquiring the equipment, software, etc. in a timely manner and assist with installation as needed. Additionally, the LEA Curriculum and Instruction Department (C&I) will assist in providing coaches to assist in the infusion of project-based learning this fall. The LEA will also support a positive school climate and discipline system through the use of the Positive Behavioral Support (PBS) program. The LEA will provide professional development in PBS, differentiated instruction, data disaggregation and project-based learning. The LEA will secure the installation and training of the new SmartLab on campus and will work with external providers to train and coach teachers to implement the new Algebra Readiness Program. Both of these programs are being implemented this year at Davis and across a majority of middle schools in the LEA.

The Human Resources Department (HR) will work closely with the project manager to attain highly qualified staff as well as removing staff as necessary. HR will provide compensation for highly qualified staff that come to the campus and assist with financial incentives developed to attract highly qualified teachers. HR and other areas of the LEA will assist with the revisions to and institutionalization of the student compact that is signed by all students and parents at the start of the school year defining the roles and responsibilities of parents, teachers, students, and the school at large. Additionally, the Human Resources Department will work with the evaluation system developed and utilized last year under the TTIPS grants for Sam Houston to implement that evaluation system on the campus. This review committee involves staff of the LEA, representatives from the Teacher's Alliance and representatives from the campus. HR will also assist in recruiting and hiring the new staff listed under this grant. Davis has two Teach for America (TFA) teachers this year and will have additional TFA teachers next year for whom the LEA provides significant recruitment, orientation, new teacher support and liaison services with TFA leadership. HR will also be critical in replacing approximately 25% of the professional and teaching staff at Davis who retired or resigned this year and hiring the new staff supported through TTIPS. With TTIPS funding and new allocations based on fall enrollment, approximately 40% of the staff at Davis in the fall will be new.

Further, the LEA will support the District Shepherd and Project Director (new principal) to ensure that those areas already defined and those that may arise during the transformation process can be addressed in a timely manner. The LEA will ensure the District Shepherd position has access to the Superintendent and Leadership Executive Director for Middle Schools (LED) as need to remove barriers that may impede progress. The District Shepherd will be in regular communication with the Project Director. The Government and Community Relations Department and the Counseling Department will assist as needed in relationships with businesses, community partners, local political leaders and community agencies including but not limited Communities in Schools, City Year, Big Brothers Big Sisters, Fort Sam Houston, and SA Youth. The Senior Director of Academic Support who is responsible for all ROTC and LOTC programs in the district will assist the campus in initiating the LOTC program on the campus.

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<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to <i>one page</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Pre-Implementation Activities and Timeline - Identify activities that the LEA will carry out using TTIPS funds beginning on the NOGA date through August 1, 2011, when the grantee begins full implementation.</p>		
<p>The timeline below outlines the activities that must occur prior to August 1, 2011 in order for transformation to begin in the upcoming academic year.</p>		
<p>Summer 2011</p> <ul style="list-style-type: none"> • Attend TEA Summer Seminar • Attend Project Lead the Way Training • Order necessary technology equipment • Present to the School Board regarding any contracted items needing approval • Recruit and hire LOTC Director • Recruit and hire Middle School Partners staff person • Recruit and hire Campus Steward for project • Finalize MOU with City Year • Finalize MOU with Communities in Schools • Install SmartLab • Contract Project-Based Learning consultant • Contract Differentiated Instruction and Problem Solving consultant • Schedule and plan Cougar Camp for incoming new students • Visit with HR regarding PDOS revision for evaluation • Complete move of core classrooms to common area • Complete renovation of Cougar Room/Data Room • Communicate with LEA regarding needs for instructional coaches • Participate in LEA Professional Development including: PBS and Project-Based Learning (PBL) • Contract with external instructional coaches • Implement Algebra Readiness technology 		

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Schedule #4B—Program Description

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page**, 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 the school intervention model.

The development of the Davis Middle School transformation model result to consultation with the LEA, the campus, community, businesses, parents, students. School leadership has taken the opportunity to present new ideas at student and parent gatherings including meetings for new students coming into Davis in the fall as new 6th graders. School and LEA leadership have hosted business and community partner gatherings to present the needs and the transformation model to address those needs in order to garner community input and develop partnerships. In addition, campus leadership has held teachers and staff meetings to solicit feedback and input.

The implementation of this new model requires the phasing out of the current multi-lingual program. Although the number of student enrolled in the magnet program is small – 64 total students (9% of the student population), those parents and students will need additional information. Accordingly, if the campus leadership team will be in contact with these current students and parents enrolled in that program to make sure that they were aware of their option to switch campuses or to choose to stay and graduate from Davis for the 2012-2013 year when course offerings for that program are reduced and the engineering electives are introduced.

Similarly, Davis leadership has communicated the basic plans for transformation to all of the teachers on the campus. Upon delivering the information related to changes for the fall, teachers who were not in support of the new movement were given the option to apply for a transfer or to retire if of appropriate age. To date 8 teachers, 3 professional staff, and 6 instructional assistants have indicated they will not be returning to Davis in the fall. In total approximately 25% of the staff at Davis will not be returning in the fall. With TTIPS funding, new allocations based on fall enrollment, and the hiring to replace staff who have left the campus, approximately 40% of the staff at Davis in fall 2011 will be new to the campus. This new staff presents a critical opportunity to share the visions for transformation and make it a reality.

Davis has also had multiple conversations with the community partners who will be a part of this integrated transformation as to best practices and best fit for Davis. Communities in Schools, City Year, Big Brothers Big Sisters, and SA Youth have all contributed to the design of this transformation and are some of the strongest supporters of the transformation plan.

Given this process, the LEA and Davis are assured that the students, teachers and staff who have decided to continue on the campus are committed to creating A New Day at Davis under the TEA transformation model. Further, the local community has embraced the model as well and is ready to support it. At one of the community meetings, the guests even committed to coming to the campus on the first day of school to welcome students to the campus with balloons, a band and lots of cheering to demonstrate that it will truly be A New Day at Davis.

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by telephone/e-mail/FAX on <u>10.24.11</u> by <u>SOS</u> OF TEA.		

Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page**, 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.

The LEA and campus will collaborate to implement the following interventions to ensure the full and effective implementation of the transformation model:

- Provide compensation which will attract and retain highly qualified staff in the areas who possess the skills necessary to meet the needs of the campus.
- Institute a system for measuring changes in instructional practices resulting from professional development.
- Ensure that the school is not required to accept teachers without the mutual consent of the teacher and principal, regardless of teacher's seniority.
- Work with a committee developed out of the Human Resources Department to adapt the current performance based evaluation for teacher and a performance based reward system developed for Sam Houston and Fox Tech High Schools to fit the needs of Davis and implement.
- Provide staff with ongoing, high-quality, job-embedded professional development included but not limited to project based learning, effective use of technology, differentiated instruction, and PBIS.
- Support the continuous use of student data including formative, interim and summative assessments to inform differentiated instruction in order to meet the academic needs of students.
- Supporting the common planning and professional development for teachers on Monday mornings from 8:00 a.m. to 8:40 am; weekly rotation of topics will include common planning for departments to ensure the vertical alignment of the curriculum,
- Support weekly common planning by grade level allowing for horizontal alignment and addressing students at risk.
- Support common planning time by content area once a month after school allowing for vertical alignment and addressing students at risk.
- Provide ongoing mechanisms for family and community engagement including mentors and a parent community resource center open extended hours.
- Implement a school wide "response-to-intervention" model that includes addition sanctions such as anger management classes, and in room lunch detention.
- Improve student transition from elementary to middle school through 6th grade student and parent orientations.
- Provide teacher coaching and conduct periodic reviews to ensure that the new project based learning curriculum is being taught with fidelity and is having the intended impact on student achievement.
- Provide increased access to social services and community resources.
- Provide leadership coaching for campus leadership team.
- Provide teacher coaching for teachers as needed.
- Support the application for an in-district charter in engineering/STEM.
- Support the implementation on an LOTC program (Junior ROTC program at the middle school level).
- Develop marketing materials for the campus to recruit students from within and outside the district after in-district charter status is obtained.
- Partner to provide formative and summative qualitative and quantitative assessments to measure progress toward defined goals.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4B--Program Description

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page**, 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.

With the transformation of Davis, the LEA will support the campus by aligning additional resources. Funds from the 2010 Bond will be utilized to install a Creative Learning Systems SmartLab in the school. The SmartLab is a learning environment which integrates technology education with core academics in a project-based approach to learning in areas including Alternative and renewable Energy, Computer Graphics, Science and Data Acquisition, Robotics and Mechanics and Structures. The LEA will provide all the equipment and professional development necessary to support classes for 30 learners. In addition, the LEA will be providing additional computer carts for the campus, computer carts hold a classroom of netbooks for students use, but will be rotated in classrooms. Davis will also be implementing an Algebra Readiness Program at Davis through a state grant which will provide professional development, technology and academic hardware and software and coaching to assist Davis in meeting performance measure related to academic achievement in math. In addition, the federally supported Middle School Partners Program was initiated on campus in 2010-11 to support overage students. This program will continue and will be expanded under this proposal.

The Funds Management Department and the Grant Development, Management, and Monitoring Department will be responsible for maintaining fiduciary and financial responsibility for all grant activities. Funds Management will provide the following services for the program: processing and maintaining accounting data for the grant, grant accounting, requesting funds through the automated payment request systems, preparing and submitting written expenditure reports, classifying and reporting the accounting transactions properly, and maintaining grant accounting records. The Grant Development, Management, and Monitoring Department will provide assistance to the Project Manger with developing an implementation plan for the grant activities, assist with revising timelines as necessary, implementing SAISD's management Scorecard to track the progress, and ensure that reports are submitted on time. Funds will be maximized by using the available resources located at each campus to fulfill the requirements of the grant. The District will provide the service of the Research and Evaluation Department (R&E) to assess the effectiveness of the program and to determine if program goals and objectives were achieved.

This project will be supplemental to existing federal, state, and local initiatives. This program complements and extends those already implemented at Davis. In particular, other District initiatives will be combined with local and state monies to cover expenses not covered in part or full in this proposal, including but not limited to support services, professional learning, supplies, staff, facilities, technology, and school operations. As such, all activities stated in this application are not supplementary to existing services and neither state, federal, nor local funds will be diverted or decreased for other purposes. Funds will not be used for services required by state law, State Board of Education, or local policies.

Although Davis does need additional technology, equipment, personnel and professional development to implement this transformation, Davis does contain much of the necessary human resources and facilities infrastructure to carry out all program strategies and activities. Internet connectivity is available at the school allowing for online options for teachers, students and parents as outlined to enhance the curriculum, contribute to the project-based learning model, and increase communication with parents and community partners. The majority of activities outlined in this grant will be held on the school campus during the school day, after school, or during the summer months. Facilities and resources at Davis are accessible to disabled visitors and in compliance with ADA regulations.

Community resource providers including Communities in Schools, City Year and SA Youth have also committed to providing the resources, personnel, and supplies necessary to carry out the goals and objectives of the project.

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 2: Project Management Cont.

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

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

The LEA plans to hire a District Shepherd to guide the process and success of immediate implementation of the transformation model for Davis Middle School. This position will be a shared position between those campuses with TTIPS funding. Having had a District Shepherd last year under the TTIPS grants for Sam Houston and Fox Tech, the LEA is well prepared to work with this position to support changes needed at the campus. The responsibilities of the District Shepherd will include but are not limited to the following:

- Provides leadership in addressing challenges and barriers to successful implementation;
- Communicate LEA, federal, & state legal requirements related to campus and community stakeholders;
- Articulate the transformation goal in the area of academic success;
- Ensure that the District Sheppard has a communication line to the Superintendent and Leadership Executive Director for Middle Schools;
- Assist in the planning and implementation for restructuring;
- Assist in program evaluation;
- Provide guidance, assistance and ongoing support to the campus in the development and implementation of the their campus plans;
- Coordinate and support implementation of LEA's standards;
- Collaborate with businesses, universities and regional service centers;
- Provide staff and parents with the latest developments and information related to curriculum improvements;
- Assist with the connection to feeder schools;
- Participate in city revitalizations efforts in the surrounding neighborhood;
- Support the PBL model and assist with coordination of related professional development as needed;
- Negotiate with District staff and leadership regarding necessary adaptations of policy including but not limited to policies in the area of hiring, evaluation, increased learning time, and additional staff responsibilities;
- Support the creation of marketing materials and the development of the marketing plan to support the transformation model;
- Assist in the selection and utilization of external providers;
- Assist with formative, interim and summative assessments;
- Ensure that the campus staff is given the time needed to participate in professional development activities
- Ensure transparency in the transformation process;
- Celebrate small and large successes on the campus, in the district and with parents and the community on a regular basis;
- Support to feeder elementary schools in increasing academic achievement and success;
- Support to alignment with Sam Houston high school;
- Support the adult education program on the campus;
- Support and monitor parent and community involvement; and
- Assist with ongoing needs assessment and the refinement of timelines to meet performance measures.

The District Shepherd will work closely with the Principal (Project Director) and the new Campus Steward (Project Manger) and will have access to the Superintendent and Leadership Executive Director for Middle Schools as needed to support the campus improvement efforts. The District Shepherd will also work closely with the Grants Department to ensure the accomplishment of articulated performance measures and related benchmarks, ensure grant compliance, monitor grant activities, and assist with the LEA's grant scorecard system. If both applications from SAISD for TTIPS funding are accepted, the District Shepherd will be a shared position to ensure the utilization of best practices of each campus to inform the other.

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page**, 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.

This immediate transformation model allows for significant reform of the campus in a considerably short amount of time supporting Davis to meet its transformation goals over the next three years. Throughout this process, it is important that Davis and the LEA realize that meeting performance goals and implementing all of the described activities within the three year timeline although significant, is not an ending place. Implementing this campus plan and meeting the performance measures outlined in this proposal, is simply a point in Davis's ongoing adjustment aimed at meeting even higher goals in the future.

With a new Principal and Administrative Assistant in place, and new hiring to include a Campus Steward, District Shepherd, new Administrative Assistant, key leadership will be in place to lead transformation on the campus. With coaching, and external assistance from TEA, SIRC, contractors and Texas Instruments along with LEA staff and a District Shepherd to influence and monitor the process, new technology and curriculum implemented and significant professional development having been invested in the recommitted staff, this transformation will be sustained. Knowing that staff buy-in and training is critical to the ongoing success of any transformation, a system will be put in place to conduct on boarding and coaching for staff hired in the final year of the grant and after the grant period ends. This process will begin with recruitment and will involve on boarding, coaching, and professional development by LEA Coaches and by the Campus Leadership Team to ensure that all new personnel understand the school's vision and have the knowledge necessary for its successful implementation.

Best practices demonstrate that the active involvement community leaders, political leaders, School Board, LEA staff and school leadership and faculty in the design of a transformation model from the planning stages leads to greater sustainability (Cawelti & Protheroe 2007; Murphy 2007). At Davis, stakeholders have been significantly involved in this process. Davis's transformation plan outlines multiple activities which will engage community partners in significant and meaningful ways that can easily be maintained well after the grant period including but not limited to: PTA, adult education, a volunteer run tutoring hotline, afterschool clubs and organizations, and career based mentors.

The LEA and the school will ensure that there is not just a new mindset, but also new accompanying behaviors to make sustainability possible (Redding 2007a). For example, the movement of core classes to the same building, Friday extended day extra help sessions, Monday morning professional development and planning times, the Cougar Room for professional development and to analyze data to drive instruction, new clubs and organizations on campus after-school on Tuesdays and Thursdays, additional after-school instruction and tutoring in Mondays and Wednesdays, and the adult education program on the campus will all be visible and regular activities to ensure change in key areas.

Many of the resources needed to implement this new model have declining costs over the three year period. Capital outlay in new computers for project-based learning classes, the iDataPortal Kiosk to encourage parent registration and access to on-going student data and new signage and marketing materials for the campus will all be able to be kept up after the grant with ongoing support of the LEA. Similarly, the initial start up costs associated with community partnerships such as Communities in Schools and City Year have been established with diminishing matching requirements from Davis. In addition, some programs will only be needed for a short time in order to remedy an immediate need. For example, it is anticipated that within three years, the bottleneck of overage middle school students will no longer be a problem at Davis, and the teacher allocation for the Middle School Partners Program will no longer be necessary. Further, the increase in enrollment and attendance will assist with additional funds needed to continue the work of transformation at Davis. Where it is determined that financial resources need to be added, community partners, local businesses and the SAISD Foundation will be utilized.

Sustainability will also occur as a result of the LEA's commitment to: ongoing, high-quality, job-embedded professional development; utilization of a performance based teacher evaluation; continuous LEA parent/community initiatives; and ongoing teacher coaching.

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**Texas Title I Priority Schools Grant, Cycle 2
 Schedule #4B—Program Description**

Part 2: Project Management Cont.

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

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

The LEA will implement a comprehensive process which ensures the quality of external providers who will provide services under this grant. The LEA will utilize criteria from the Comprehensive School Reform Quality Center and The Finance Project 2006 to adapt current screening processes and create a system to effectively assess contractor's organizational and financial ability to perform the defined, necessary scope of work. The LEA and school will work together in a timely process to set the roles and responsibilities, performance expectations and consequences for failure to meet expectations that can be articulated to external providers during the recruitment process.

In the area of recruitment, the LEA will create conditions to attract multiple applicants including, but not limited to the following: clearly defined rationale for hiring; adequate resources; aggressive but achievable goals; a transparent process; and appropriate levels of marketing at local, statewide and national levels.

The LEA will undergo a rigorous evaluation of the potential partner's capacity during the screening process looking at the partner's capacity, experience and record of successes and failures. The modified process that is developed will be transparent and will engage the LEA, the school and community stakeholders. Minimally, the process will involve a written application, due diligence to confirm the track record of the applicant, and in person interviews.

Upon selection of the external providers, the LEA will support, but not micro-manage the providers. The LEA will be involved in ongoing monitoring of the external provider to support success. Additionally, the LEA will have developed consequences for failure and with ongoing monitoring, and will not hesitate to implement those consequences if needed.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4B—Program Description

Part 2: Project Management Cont.

Section A: LEA (District) Capacity Responses are limited to **one page**, 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/s.

The curriculum program selected in this intervention program includes project-based learning and the introduction of an engineering program to the campus through Project Lead the Way. Because Sam Houston has spent much of this year implementing project-based learning and a curricular and co-curricular STEM focus through Project Lead the Way, staff from Davis have visited that campus on numerous occasions. With the implementation of a New Tech High at Sam Houston, Sam Houston has created the kind of student-directed and technology-integrated programming we anticipate offering at Davis. In addition, personnel who have been hired to implement related programming at Sam Houston have visited the Davis campus to assist in the development of those key programs. Project Lead the Way is engineering based project-based learning program that utilizes both science and math which has both a high school and middle school curriculum to be offered as an elective on the campus. Adding the engineering elective to the curriculum design in year two of this project will increase the focus of the school toward STEM while also allowing time to increase math and science scores before it is implemented.

Since Sam Houston works with a very similar student population, the likelihood of a program being successful on the Davis campus is high. Additionally, one of the performance measures in this application speaks to the alignment with Sam Houston and the collaboration in planning will significantly increase the likelihood of reaching those goals.

Further, the integration of project-based learning will occur with the implementation of the SmartLab on campus this fall. Staff from the campus visited two middle schools in Southwest ISD where SmartLabs were in use. This visit demonstrated the power of well designed work stations and student collaboration in project-based learning. From these visits came a better understanding of the equipment needed and classroom designs that best facilitate student success in this learning environment.

A second large component of this intervention program is the addition of an LOTC program as a student elective beyond fine arts. The LOTC program is focused on character development, leadership development, moral/ethical development and academic excellence. In researching LOTC programs, the Davis staff visited with two successful, local SAISD middle schools that have implemented LOTC programs at their schools. Both schools spoke highly of the program and the positive impact it has had on school climate. In both Longfellow Middle School and Wheatly Middle School, over 120 students are actively enrolled in their LOTC programs. LEA and school staff were able to witness the positive impact the program has had on the students enrolled. In addition, each of those schools spoke to the increase in relationships to the feeder high schools through the high school JROTC program. Sam Houston also has a strong JROTC program with which the Davis LOTC program and staff will connect.

Lastly, Mr. O'Neal has many experiences with other campuses in SAISD and their effective use of community partners and parent programs. Ms. O'Neal has brought these experiences to the table in examining best practices and tools that will contribute to transformation at Davis.

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**TEXAS EDUCATION AGENCY
Standard Application System (SAS)**

School Years 2011-2014

015907-
043
County-District-Campus No.

Amendment No.

**Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description**

Part 2: Project Management Cont.

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

Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school. If the LEA is applying to serve all Tier I campuses or the LEA has no Tier I campuses, enter 'N/A'

N/A

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 3: Intervention Model

Section A: Intervention Model Selection Process

1. Tier I or Tier II Intervention Model to be Implemented – Indicate the model **selected** by the LEA/campus for implementation. (For Tier I and Tier II campuses only. Tier III campuses leave blank.)

- Transformation
- Turnaround
- Restart
- Closure

2. Tier III Intervention Model to be Implemented – Indicate the model **selected** by the LEA/campus for implementation. Choose one of the 8 options below. (For Tier III campuses only. Tier I and Tier II campuses leave blank.)

- | | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Transformation (Full Implementation) <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure | <ul style="list-style-type: none"> <input type="checkbox"/> Tier III Transformation <input type="checkbox"/> Texas Early College High School (ECHS) <input type="checkbox"/> Texas Science, Technology, Engineering and Math (T-STEM) <input type="checkbox"/> College for All |
|--|--|

3. Model Implementation Option -- Indicate below whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center (SIRC) or other TEA approved technical assistance provider or the LEA/campus will implement its own intervention design within the final requirements of the grant program. (For all campuses.)

- TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center or other TEA approved technical assistance providers for Tier III grants
Note: Applying to implement the TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center or other TEA approved technical assistance providers in no way implies or guarantees funding.

OR

- The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE

4. Incorporate or Expand SES Services on Campus -- Selection of SES will require the LEA/campus to meet all federal requirements for providing SES on the campus including, but not limited to, implementation of EZSES system, parent selection of providers, student enrollment procedures, student learning plans, and invoicing procedures. If checked below, campuses not required to implement SES under Title I would be required to add SES to their grant program and campuses currently implementing SES under Title I would be required to expand SES services on the campus by expending additional funds, either through serving additional students or providing additional tutoring to existing students beyond the student's PPA under Title I. Grant funds should be budgeted for SES services if selected. (For all campuses)

- Supplemental Education Services (SES) incorporated into the intervention model

Note: Selecting SES in no way implies or guarantees funding.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4B—Program Description

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

1. The process the LEA and campus followed to select a school intervention model that aligns to the identified needs of the campus.

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

The comprehensive needs assessments conducted and the data reviewed for Davis identified both assets for Davis to build on and significant deficits for the campus to address. With these assets and deficits in mind, the campus set to select a school intervention model that aligns with both. The LEA had already recognized the need for a change in leadership and in January 2011 the LEA appointed a new principal at Davis. Initial, informal feedback from teachers, parents and staff regarding the change in leadership has been positive. Accordingly, the LEA knew that the school intervention model selected needed to allow room to support the new principal and provide a framework to implement bold changes.

Teachers, administrators and parents identified the need for students to connect learning to careers in order to make them relevant and the need to help students become career ready. Accordingly, the campus needed to pick a transformation model that supported students in becoming career ready. The Association for Career and Technical Education speaks to the need to produce students who are both college ready and career ready. ACTE defines career ready as having 1) core academic skills and the ability to apply those skills to concrete situations; 2) employability skills such as critical thinking, team work, responsibility and technology use which are needed in all professions; and 3) technical, job specific skills related to a specific pathway. ACTE also cites a 2006 Report "Are They Ready for Work?" in which employers identified critical thinking/problem solving, information-technology application, teamwork/collaboration, creativity/innovation and diversity as the top five needed employability skills as identified by employers. The transformation model to be selected for Davis would need to build such skills.

Additionally, the significant number of incidents of discipline on the campus and the requests of parents spoke to the need to change school climate, increase teamwork and increase curricular and co-curricular activities that would increase self-discipline, keep student actively engaged and teach leadership skills. The model selected also needed to be able to address the high number of special education students on the campus and the significant need to increase differentiated instruction based on data, observation and student population.

A growing body of academic research supports the use of project-based learning in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. Those benefits are enhanced when technology is used in a meaningful way in the projects. Most noted is Boaler's 1997 comparative and controlled study of math achievement in two British secondary schools, one using project-based instruction and one using more direct, traditional instruction found significant in understanding and standardized achievement data in mathematics. Boaler found that students at the project-based school did better than those at the more traditional school both on math problems requiring analytical or conceptual thought and on those considered rote. Three times as many students at the project-based school received the top grade achievable on the national examination in math.

Research shows that students who have traditionally disengaged from the learning process can become engaged through this model (Jones et al 1997). Others have noted that students who are low performing in a traditional teaching model may be a better match for project-based learning (Rosenfield & Rosenfield 1998). The Academy for Educational Development has shown project-based learning (PBL) to positively influence school climate and student motivation (ELOB 1999a). That same report also concluded that PBL promoted structural changes to support interdisciplinary PBS curriculum. Clearly project-based learning could help transform not just the academics on the campus, but also additional areas of concern for the campus including attendance and discipline.

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**Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description**

Part 3: Intervention Model

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

The campus is already implementing a new SmartLab this fall, which will begin to introduce project-based learning through technology education in creative, exciting, and career based content areas for students. Set up as "islands" which can accommodate six students at a time, the SmartLab engages students in project-based, student-centered learning in areas of study such as Computer Graphics, Alternative and Renewable Energy, Robotics, Mechanics and Structures and additional topics. This dynamic, turn key program will quickly set the stage for technology infused project-based learning on the campus, but Davis recognizes the need for additional technology in the other project-based learning core classes in order to increase the use of technology as a skill for students to be career and college ready in these fields and improve the quality of instruction.

Supporting the use of project-based learning infused with technology, a 1999 study by the Center for Research in Educational Policy at the University of Memphis and University of Tennessee at Knoxville found that students using the Co-nect program, which emphasizes project-based learning and technology, improved test scores in all subject areas over a two-year period on the Tennessee Value-Added Assessment System (Ross et al 1999). Additionally, the Co-nect schools outperformed control schools by 26 percent. Comparable gains were reported for Co-nect schools when compared to district averages for Cincinnati Public School in a separate independent evaluation (Cincinnati Public Schools, 1999). Additionally, programs in Texas, such as Ysleta ISD, are reporting initial success with technology-infused project-based instruction. Conventional wisdom has held that using technology in project-based learning makes the environment more authentic for students because it provides access to data and information, expands interaction and the ability to collaborate with others via networks and other web-based systems (Krajcik et al 1994).

Since 1996, ROCKMAN ET AL, an independent research firm in San Francisco, California, has studied the impact of widespread use of laptop technology on teaching and learning. In a 2004 students of a 1:1 student lap top initiative in Hawaii positive results that mirrored many other reports included: increased learning; increased quality of student work; increased access to information; and high student engagement with material. Through both observation and feedback from laptop-using teachers and students, researchers have also documented that laptops assist in the transition from lectures and other teacher-centered forms of delivery to lessons that are more collaborative and project-oriented. Researchers note that in this model teachers become facilitators in project-oriented classrooms, with students increasingly assuming the role of directors of their own learning. Accordingly, Davis has designed a model where additional laptops will be available and utilized in the English, social studies and 8th grade science classrooms where project-based learning will be in practice. Additionally, project-based learning is more effective when it is relevant. Providing students with project-based field experiences off the campus every nine weeks will contribute to program success.

In addition to project-based learning, technology enhancements and course restructuring will assist with academic performance in additional key content areas. With the new Texas Instruments MathForward Algebra Readiness program coming into Davis this fall, daily extended-learning sessions will be used in the mathematics class periods in the form of double block scheduling. The sessions will be facilitated in a math classroom that is equipped with internet connection and arranged for teachers to effectively monitor students' work. Each class will include: daily skills warm-up, district curriculum (lesson), and problem solving (task or lesson). New interactive white boards, Navigator systems and graphing calculators will all be installed and available to enhance student learning.

In this teaching method as with the project-based learning, all teachers will receive initial training, ongoing professional development and ongoing in-classroom coaching to enhance instruction and student learning. In all new models, teachers will receive immediate feedback through formative assessment data that will enhance students' problem solving and collaborative learning. Teachers will be provided with a weekly common, duty-free, planning time where teachers in content areas will design lessons for the week, discuss teaching strategies, examine data and analyze student work.

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4B—Program Description

Part 3: Intervention Model

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

In order to effectively deliver the needed level of differentiated instruction, provide increases in both after-school tutoring time, and initiate after-school clubs and organizations from ground zero, more adults were needed on the campus. The integration of City Year corps members and the LOTC program will allow for this kind of wide-scale and immediate implementation. City Year will place a highly trained staff of twelve corps members in the school for four days of the week from before the school day begins through the end of the after-school programs throughout the full academic year. For three years, Corp members will be placed in all English and Math classes to provide in-school academic support and contribute to the successful delivery of differentiated instruction and project-based learning when appropriate. In addition corps members will implement positive school climate activities and run after-school programs. City Year team members will also assist teachers with managing the data flow needed to identify students at risk earlier. Regarding clubs and organizations, a student survey will be conducted at orientation meetings with parents and students to assess which clubs and organizations to begin offering on the campus and transportation home will be provided to reduce barriers to participation.

The selected intervention model also encourages increased levels of parent involvement. Parental involvement has been strongly emphasized among educators and policymakers concerned with the achievement-gap between African American and White students. The student population of Davis is 43% African American and 54% Hispanic. Research has consistently shown low levels of parental involvement for racial and ethnic minorities in the school setting (Sui-Chu & Williams, 1996). The important role of parents in the promotion of positive educational outcomes for children has long been acknowledged by researchers and policymakers alike (Epstein, 1987). Through the programming such as the parent/community education room at the campus, a mobile iData Portal Kiosk, and the new Cougar Camp orientation for incoming student and parents, parents will become more actively involved on the campus. The Parent and Adult Education Room on the campus will be staffed four days a week by volunteers from Phi Kappa Gamma, the majority of who are retired educators. Through this program, parents will be invited to participate in all kinds of learning experiences on the campus from cake decorating to basic math skills. In addition, these volunteers will administer an after hours tutoring hot-line for students to call in after-school hours for assistance, creating a true community partnership for learning on the campus every day.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4B—Program Description

Part 3: Intervention Model

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

1	Campus Transformation Team
2	Campus Leadership Team
3	LEA Administration and Leadership
4	Sam Houston High School Representatives
5	Elementary Feeder Campus Principals
6	External Consultants
7	Community Stakeholders
8	Parents
9	City Year
10	Communities in Schools

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Texas Title I Priority Schools Grant, Cycle 2
Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation

Instructions –Complete the charts below using the Model Requirement Numbers and the Critical Success Factor (CSF)/Milestone Codes from *Part 3: Schedule Instructions* of the RFA for the intervention model selected. Briefly list the reform/improvement activities to be implemented in the grant program and enter the beginning and ending dates for the activity. Activities should be entered in relative date order to reflect the order in which the activities will be implemented (to the extent possible). Note that all Model Requirements must be addressed and each CSF must be addressed, although not each milestone must be addressed.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/ Milestone Code
<i>Example: Screen existing staff using district determined competencies to determine which staff will be replaced due to lack of student performance.</i>	3/10	6/10	TU-2	7A, 7C

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/ Milestone Code
New Principal begins at Davis as appointed by LEA	1/11	2/11	TR-1	3A
Conduct initial 2-day PD on PBL followed by ongoing regular PD every nine weeks and ongoing evaluation of teacher projects	8/11	5/12	TR-2; TR-3; TR-7	7-B; 3A
Initiate PBL in English and Social Studies and 8 th grade Science classes	9/11	6/14	TR-3	1B
Reinstitute Data Room and dub as the Cougar Room to host student data, and host ongoing PD, content, behavior, at risk, and common planning meetings	8/11	6/14	TR-3	1A, 2B, 2C; 7B
Provide initial and ongoing PD in co-teaching with special education assistants in the classroom	9/11	6/14	TR-7	7B
Initiate regular Monday morning common planning time meetings for teachers prior to school start.	9/11	6/14	TR-7; TR-4	7B; 3A

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Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation-continued.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code
Open Parent/Community Room and begin Adult Education activities	10/11	6/14	TR-5	5C; 5B
Revise LEA PDAS with HR staff and teacher input to provide a measurement tool that includes student growth and achievement in teacher assessment	9/11	12/11	TR-6; TR-8	7A
Introduce and implement revised PDAS tool	12/11	6/14	TR-6	7A
Provide weekly visits to the campus by LEA instructional coaches to assist teachers with differentiated instruction	8/11	6/14	TR-7	3A, 7B
Attend summer training to begin training and research to implement Project Lead the Way, an engineering based PBL program which utilizes math and science	7/11	7/11	TR-3	1B
Initiate ongoing Friday content review sessions afterschool to assist students in content areas for upcoming tests	9/11	6/14	TR-5	4A; 4B
Bring in 12 City Year Crops Members to serve in Math and English classes to provide in-class academic support and differentiated instruction as well as work closely with teachers to provide targeted intensive supports	8/11	6/14	TR-3	1B, 2A, 2B
Bring in additional Communities in Schools staff person to provide individual targeted intervention to include use of additional contracted services as well as school-wide prevention activities.	8/11	6/14	TR-5	5C
Move core classes to single building to assist with alignment and project-based learning	7/11	8/11	TR-3	1B, 4C

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Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation-continued.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code
Survey students as to interests and then begin to offer afterschool clubs and organizations based on interests on Tuesday and Wednesdays after-school	9/11	6/14	TR-9	6B;6C
Purchase and install needed technology to support PBL	9/11	11/11	TR-2	1A
Begin tutoring hotline from adult education room	10/11	6/14	TR-5, TR2	5C, 1A
Recruit and hire LOTC staff person and begin recruitment at orientation nights for the school	7/11	10/11	TR-9	6B; 6C
Install SmartLab, a PBL approach to technology, and provide initial and ongoing PD for staff to facilitate	7/11	12/12	TR-3, TR-7	1B; 7B
Hire additional Middle School Partners facilitator to assist overage 7 th and 8 th graders to catch up	8/11	6/14	TR-3	1A; 6C
Begin after-school instruction and tutoring sessions on Monday and Wednesday afternoon (open to all students but required of students who failed last state assessment)	9/11	6/14	TR-5	4B
Contact students and parents of students enrolled in multi-lingual program to inform them of decrease in program offerings in fall 2012 and replacement with engineering elective	1/12	6/12	TR-4;TR-3	1B; 5B

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Schedule # 4C—Model Requirements and Timeline

Reform/Improvement Activity Timeline for Implementation-continued.

Reform/Improvement Activity	Begin Date MM/YY	End Date MM/YY	Model Requirement Number	CSF/Mile stone Code
Hire Instructor and Initiate Project Lead the Way engineering elective	7/12	6/14	TR-4;TR-3	1B
Begin regular 9 week celebrations of achievement and milestones in reaching performance goals	10/12	6/14	TR-5; TR-2	7C;5B;2A
CIS staff and school staff to begin home visits related to low attendance	10/11	6/14	TR-5	7A; 5B
Apply for in-district charter status in engineering	9/12	12/12	TR-3; TR-4	7A
Hold first day of school - A New Day at Davis rally	8/11	8/11	TR-5	5B;7C
Install related technology, conduct related PD and begin MathForward Algebra Readiness Program in all newly double blocked math classes	8/11	6/14	TR-3	1B;4A;7B
Begin holding weekly administrative team meetings to include various academic teams i.e. early warning, attendance etc.	9/11	6/14	TR-7	1B
Initiate use of the new iData Portal Kiosk at orientations and meetings where parents are present to increase parents registering on iData Portal and related use	10/11	6/14	TR-5	5B
Recruit for and initiate PTA on the campus	8/11	6/14	TR-5	5A;5B;5C

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4D—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, font size no smaller than 9 pt, Arial or Verdana)

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

SAISD has in place a Grant Management System to which all district grantees are required to adhere. The cornerstone of the system is a scorecard on which the grant manager must evaluate the project and him/herself each quarter. Project Managers must assign themselves a rated value (1-5) on the following indicators: (1) knowledge of project goals and targeted outcomes and adherence to state or federal compliance regulations of purchasing, etc.; (2) budget management, including knowledge of compliance regulations and expending allocated funds in the proper categories; (3) documentation and communication evidence of dispensing information in order to create shared understanding; (4) evaluation of successful completion of goals and required outcomes; (5) collaboration efforts, both internal and external, that demonstrate reciprocity or support strategic, long-term goals of more than one group; and (6) a timeline on which major milestones of the project and expected completion dates are listed and maintained. Scorecards are turned in to the District Grants Director prior to each quarterly meeting.

The Funds Management Department oversees the finances of every grant in SAISD. This system of "checks and balances" ensures that the District adheres to all OMB requirements and that grant funds are duly managed. The project manager (PM) is ultimately responsible and accountable for the operation of the TTIPS grant for the three year grant term. Various internal and external teams will collectively support the program. Internal teams such as the offices of Student Management, Professional Learning, Curriculum and Instruction, and Instructional Technology will consistently collaborate with the project staff to ensure all activities are implemented with fidelity, hyper-monitored and frequently assessed within specified timelines. The Research and Evaluation Department will assist with the collection and analysis of data for the purpose of advancing objectives through data driven decisions. The SAISD Funds Management Department and Grants Department will assist with fiscal and programmatic compliance, including the completion of all financial, performance and final evaluation reports. SAISD will grant TEA access to all records involving transactions of program funds.

SAISD and the campus will use a total quality management (TQM) approach (MBNQA, 1998), a proven strategy for design, deployment and continuous improvement of high performance programs. TQM provides a comprehensive framework for managing and improving performance and begins by insuring for each milestone within each objective, that there is a clear focus and agreement between the members of the management team on what is to be accomplished, what is the outcome-based measure and that they are in agreement with the needs and expectations of the project. If there is a discrepancy or mismatch anywhere, then the project (or activity) must be realigned to create a match. Once the match is achieved the human resources and processes are examined to determine if they are appropriate and adequate for achieving the activity (objective). Once again, if this does not match, the system must be realigned through training or redesign. Finally the Outcomes or Results will be examined to determine if they achieve the objectives with high quality. Usually results or outcomes are of high quality due to the TQM methodology that continuously assesses progress, checks for matches and uses data to inform or confirm decisions. The effective and efficient management of several simultaneous tasks is critical to success in a project of this scope. In addition to the defined responsibilities of the management team, effective management rests on clear routines and procedures for project planning followed up by regular monitoring and quality assurance. Project plans and timelines will be developed and reviewed regularly. It is important to review specific benchmarks and the steps to reach these benchmarks. Clear expectations and regular review allow early detection and solution of problems. The project plan will become the base for developing individual staff work plans that list specific tasks and also make clear how these tasks relate to the overall project goals and criteria of success. Linking project goals with staff assignments will not only ensure efficient procedures but also motivate staff by highlighting the purpose and outcomes to which they are contributing.

Through the existing structure of coordination and support from the School Board, Superintendent, District administrators, school staff, project staff, and partners, Davis will accomplish its objectives and the effective delivery of all program activities on schedule and within budget.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4D—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

The LEA and the campus have a number of means for formative assessments that will be critical to the successful implementation of the transformation model. The LEA implements student mini formative assessments every nine weeks which are reported in Edusoft. Although these are very useful tools to evaluate where student are those interval stages, the campus goal is to have teachers and those involved in project implementation utilize formative assessments in an ongoing basis. With the new technology that is being employed on the campus, formative evaluation of student learning will become much easier to obtain and analyze. Formative evaluations can be integrated multiple times throughout an individual lesson providing the teacher with immediate feedback on the student's level of understanding and whether or not information needs further clarification or review. Similarly, the Project Director and Project Manager will utilize formative data to provide ongoing evaluation of the grant activities and performance including but not limited to the following: walkthroughs by Instructional Coaches and the Principal, department meeting sign in sheets, evaluations of professional development activities, coaching reports, and sign in sheets indicating time spent in the data room.

The Project Manager will meet regularly with the Campus Leadership Team and the key community partners involved in the transformation to review all formative and summative assessment data and to celebrate the achievement of critical success factors. The District Shepherd, Project Director and Project Manager will work together regularly to prepare required reports and evaluate the program to date. The frequency of these formative assessments will allow the campus regular means by which to review data and outcomes.

The SAISD R&E department will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline and follow up to more comprehensively determine the effectiveness of the program. Davis has carefully identified specific objective performance measures and outcomes to help monitor and evaluate the project and to meet program goals. Benchmarks will be set for each for many of those performance measures to ensure that more immediate results can be measured and successes celebrated along the way. The Scorecard (a LEA assessment instrument use to determine the effectiveness of the grant project to accomplishing the goals of the grant program) will also be used to monitor the progress of the grant program every 9 weeks. The evaluation for examining the effectiveness of the program's strategies will involve the Project Manager and the SAISD R&E Department. The evaluation will also include District administrators, project staff, students, parents, and community members associated with the program. Methods of evaluation will include both qualitative and quantitative data collection. The evaluators will extract data from PEIMS and other systems for evaluation. Qualitative data will include student and parent surveys and observations of interactions between teachers and students.

Formative Evaluation will be central in determining the success of the TTIPS program. Throughout the program the Project Director, Project Manager, and District Shepherd will meet weekly to discuss the strengths and weaknesses of the program. They will observe and monitor the implementation of the program and provide assistance and support along the way. Formative evaluation will be frequent and ongoing in the following ways: sign in sheets and evaluation for professional development activities, frequent observations of classroom instruction and documentation by Instructional Coaches, sign in sheets and agendas for departmental meetings an teacher common planning time, formative mini assessments (FMA) given to students minimally every nine weeks, and feedback from parents, students and community stakeholders. The Project Manager in collaboration with the SAISD R&E department will provide this information to key district personnel on a quarterly basis for review and TEA via required reporting and the final evaluation report. Thorough documentation, monitoring, and reporting will allow program staff to anticipate and/or explain any changes in the planned intervention or evaluation. In addition, the Project Director and Project Manager will engage in formal discussion of critical activities achieved and barriers to success with the project staff. In turn, this information will be used to review and revise program deficiencies as they are encountered, provide for continuous improvement of the program, and disseminate findings to the campus, TEA and stakeholders in the community.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule #4D—Performance Assessment and Evaluation

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented. Explain the following in the space provided:

1) How the data will be disaggregated; 2) How the results will be used to improve instruction; and 3) How continuous improvement will result from ongoing data analysis.

Regarding program assessment and evaluation, the SAISD R&E department will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline and follow up to more comprehensively determine the effectiveness of the program. Davis has carefully identified specific objective performance measures and outcomes to help monitor and evaluate the project and to meet program goals. Benchmarks will be set for each for many of those performance measures to ensure that more immediate results can be measured and successes celebrated along the way. The Scorecard (a district assessment instrument use to determine the effectiveness of the grant project to accomplishing the goals of the grant program) will also be used to monitor the progress of the grant program every 9 weeks. The evaluation for examining the effectiveness of the program's strategies will involve the Project Manager and the SAISD R&E Department. The evaluation will also include District administrators, project staff, students, parents, and community members associated with the program. Methods of evaluation will include both qualitative and quantitative data collection. The evaluators will extract data from PEIMS and other systems for evaluation. Qualitative data will include student and parent surveys or questionnaires, and observations of interactions between teachers and students from additional campus walk-troughs. Additionally, quantitative and qualitative data will be collected and used on the campus on an ongoing basis to regularly assess performance and make ongoing improvements.

The LEA recently implemented formalized campus data teams and campus data teams on each campus to collect and analyze student performance data and make data readily available to teachers and administrators. Each campus team includes teachers, an administrator, and the campus instructional coordinator. The team is responsible for collecting student performance data, analyzing the data in the context of district priorities and campus goals, and presenting the information to the campus through the use of the data room. The data is to be presented in a way that facilitates understanding, can be used to improve instruction, and can aid in obtaining improved results. Information presented in the data room will include student demographics, historical performance, performance of special populations and student sub groups, campus and district goals, and campus performance objectives for each subject area. At Davis, this system is not being fully utilized. Under this grant, the data room, fondly referred to as the Cougar Room, will become the tool that is meant to be. Systems that have been developed and installed on campus including iData Portal and Edusoft have made it easy to retrieve and view specific data on a student, class, or the school on a daily basis. With these systems in place, and additional adult staff on the campus, early warning systems will be established to catch students before they fall. Teachers at Davis will receive additional professional development regarding the disaggregation of data and how to present those results ad best utilize those results to identify students at risk in order to provide intervention and to improve instruction. The principal and two other campus professionals are attending training in Data Wise at Harvard in late June 2011. Instructional coaches will work with teachers in content teams to provide additional coaching for teachers on the campus to heighten their skills. Minimally, all teachers will learn and be coached on how to disaggregate data, use that data to identify students at risk as well as to improve instruction for the desired results. Best practices and results from teachers on the campus will be shared. As teachers further develop their skills and have increased tools, the process will become intuitive and seamless. The vision is to develop a campus culture where data is welcomed because of how it can be used to meet student needs and implement change. Hyper-monitoring is a systematic process of collecting data that can be used to identify strengths and areas for improvement on the campus.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 2: Process for Development of Performance Goals

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

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

The leadership team and the transformation team of the campus used the needs assessment to determine the initial Performance Goals for the campus listed in this application, but they did not create them in a vacuum. Each of these measures was developed out of an identified need and created with input from the group more directly involved. The Leadership Executive Director for Middle Schools and LEA gave input into the performance goals to ensure that they were ambitious, yet realizable.

At the beginning of the 2010-2011 academic year, the performance goals for each area will be further discussed with the group most related to their implementation. For example, the performance goals that are listed under Parent/Stakeholder involvement was discussed with current parents and the school and the determined performance measure will be discussed at each grade level parent orientation in the fall so that the vision for Davis is clear. Similarly, the performance measures for Increased Teacher Quality have been developed with key teachers on the campus and will be presented at the start of the school year in detail. Once all Performance Measures have been discussed with all related groups, the Performance Measures will be made public to increase transparency, increase the likelihood for reaching the goals that have been set, and provide opportunities for celebrating successes as benchmarks are reached and as goals are met. It will be the role of the Campus Steward to publicly and visibly share performance goals and progress toward those goals on a regular basis.

The roll out of the performance goals will include sharing them in full as well as specifically which appropriate groups. For example, under Improve School Climate it is important that the entire student body know the goal as well as individual student groups and programs, advisors, parents, teachers, counselors and community mentors. Students and parents need to know that their increased participation is an expectation as well as the rationale behind it, and other related parties need to know about the goal so that they can also promote it. Although the performance measures have been outlined in term of summative end of year goals, most goals will be tracked throughout the year and expected to reach appropriate benchmarks. With that ongoing and regular data, the campus will be better able to achieve all of the goals that have been set.

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals – Performance goals should be tied to the activities identified in Schedule # 4C – Part 2-Reform/Improvement Activity 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. Each year’s progress goal must increase from the prior year. Goals may not be amended or modified at a later date. Each column must be completed.

1. 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. Each year’s progress goal must increase from the prior year. Goals may not be amended or modified at a later date.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA (Required)*	TAKS	68%	80%	85%	90%
2	Improve Student Achievement in Mathematics (Required)*	TAKS	55%	75%	80%	85%

**The first 2 measures above are federal requirements and MUST be completed. These measures may not be altered.*

3						
4						
5						

2. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase utilization of the Data Room (Cougar Room) on campus	Data Room Sign in Sheets	1 per month	2 mtgs per month	3 mtgs per month	4 mtgs per month
2	Hold common planning meetings by content area across grade levels to ensure vertical alignment once a month (Monday mornings)	Data Room Sign in Sheets Agendas	1 per 9 weeks	2 mtgs per month	3 mtgs per month	4 mtgs per month
3	Hold weekly formal common planning time by grade level to ensure horizontal alignment and identify students at risk	Data Room Sign in Sheets Agendas	1 per month	2 mtg per week	3 mtgs per week	4 mtgs per week
4						

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<p>by telephone/e-mail/FAX on <u>12/14/11</u> by <i>K. Williams</i> of TEA.</p>		

Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

3. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Institute Monday morning planning time and PD to increase leadership time with staff	Sign in sheets	No regular meetings	20 times per year	25 times per year	30 times per year
2	Institute administrative meetings to include groups such as academic teams, early warning team, non-academic team, attendance team, CLT, and community partner meetings	Sign In Sheets and Agendas	No Regular meetings	Once a month	Twice a month	Weekly
3	Increase leadership team visibility in classrooms	Eduphoria Data	25 per week	25 per week	30 per week	35 per week
4						
5						

4. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase annual hours of instructional time	Locally Developed	0	150 hours	200 hours	250 hours
2	Increase numbers of students participating weekly in Friday afternoon teaching sessions in content areas	Sign in Sheets	50	75	100	125
3	Increase the number of students participating in after-school instruction and tutoring on Mondays and Wednesdays	Sign in Sheets	0	50	75	85
4	Provide a tutoring hotline after hours and increase the average number calls to the hotline monthly	Call Log	0	50	75	100
5	Increase Attendance	Attendance Rate	93%	95%	95.5%	96%

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<p>by telephone/e-mail/FAX on <i>11.30.11</i> by <i>R.W. Higs</i> of TEA.</p>		

Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

5. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase PTA Membership	Membership	0	25	50	75
2	Increase Parent Volunteers	Monthly Volunteer Report	1	20	30	40
3	Number of Parents who utilize the adult education room	Monthly Volunteer Report	0	25	50	75
4	Number of community volunteers (mentors, tutors, career speakers)	Monthly Volunteer Report	6	25	40	50
5	Increase in percentage of parents using the iData Portal	IT Report of Log In Hours by 9wks	10%	20%	30%	40%

6. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Decrease out-of-school suspensions	PEIMS Data	263 students 1365 days	225 stds 900 days	200 stds 800 days	175 stds 700 days
2	Decrease number of total number of discipline incidents	PEIMS Data	917	500	300	200
3	Increase number of students active in non-sports clubs and organizations	Participation Lists	0	100	125	175
4	Increase number of celebrations held on campus for achieving goals	Activity Report	4	6	8	10
5						

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4D—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

7. 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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increased use of internal and external instructional coaches in core classes	Instructional Coaching Log and report	60	100	150	200
2	Increase percentage of teachers reward in new performance base review	Incentive Plan	0	25	40	50
3	Increase teacher participation in school activities outside of the classroom – clubs, performances, community service, PTA etc.	Sign in Sheets	10	20	25	30
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 (2010)	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #4E—Program Waivers

Waiver Requests

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

- Extending the period of availability of school improvement funds.

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

Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and *must* be checked. In addition, if funds are requested for a second and third year on the budget schedule, the LEA/campus is requesting this waiver.

- "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, Cycle 2

Schedule # 4F—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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Texas Title I Priority Schools Grant, Cycle 2

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

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

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

Barrier: Gang-Related Activities

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

Barrier: Drug-Related Activities

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

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Texas Title I Priority Schools Grant, Cycle 2

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

Barrier: Drug-Related Activities (cont.)

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

Barrier: Visual Impairments

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

Barrier: Hearing Impairments

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

Barrier: Learning Disabilities

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

Barrier: Other Physical Disabilities or Constraints

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

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4F—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 transfer system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

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

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Texas Title I Priority Schools Grant, Cycle 2

Schedule # 4F—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 CYCLE 2
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, 2011 through June 30, ~~2014~~ 2012

			A	B	C	D	E	F	G	H
			Year 1			Year 2		Year 3		TOTAL
Class/Object Code and Description			Pre-Implementation	Program Costs	Admin	Program Costs	Admin	Program Costs	Admin	Total Budget
1	Payroll Costs	5B - 6100	0	592,353	0	664,777	0	660,508	0	\$1,917,638
2	Professional and Contracted Services	5C - 6200	0	466,000	0	263,500	0	263,500	0	\$993,000
3	Supplies and Materials	5D - 6300	0	41,2 29 ³⁰	0	26,731	0	41,000	0	\$108,964
4	Other Operating Costs	5E - 6400	0	60,580	0	60,580	0	60,580	0	181,740
5	Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G - 6600/15XX	0	321,124	0	70,000	0	0	0	\$391,124
6	Total Direct Costs		\$0	\$1,481,287	\$0	\$1,085,588	\$0	\$1,025,588	\$0	\$3,592,463
7	2.199% Indirect Costs				\$25,511		\$22,332		\$22,552	\$70,39
8	Total Budgeted Costs		\$0	\$1,481,287	\$25,511	\$1,085,588	\$22,332	\$1,025,588	\$22,552	\$3,662,858
9	Total Costs by Year			¹ \$1,506,798		² \$1,107,920		³ \$1,048,140		⁴ \$3,662,858
			¹ —Total Costs for Pre-Implementation and Year 1 may not exceed \$2,000,000.			² —Total Costs for Year 2 may not exceed \$2,000,000.		³ —Total Costs for Year 3 may not exceed \$2,000,000.		⁴ —The total requested may not exceed \$6,000,000.

Applicants may request any amount between \$50,000 and \$2,000,000 per year based on the model selected, the size of the campus, and the needs identified in the comprehensive needs assessment process. Guidance provided in the instructions by TEA is for example only.

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Texas Title I Priority Schools CYCLE 2
Schedule #5B--Payroll Costs (6100)

Employee Position Titles	Justification	#Full-Time Effort	#Part-Time Effort	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount	
Instruction									
1	Teacher	Middle School Partner Program, Engineering & LOTC	3	0	\$ 0	\$ 112,000	\$ 167,000	\$ 167,000	\$ 446,000
2	Educational Aide								
3	Tutor								
Program Management and Administration									
4	Secretary/Administrative Assistant								
5	Data Entry Clerk								
6	Grant Accountant/Bookkeeper								
7	Evaluator/Evaluation Specialist								
LEA and Campus Level Positions									
8	District Shepherd	Provide leadership in addressing challenges and barriers to successful implementation	0	1	0	23,750	23,750	23,750	71,250
9	Project Coordinator/Campus Steward	Oversee day-to-day operations	1	0	0	55,000	55,000	55,000	165,000
10	Teacher Facilitator/Supervisor/Leader	Admin. Assistant to oversee grade level assignments	1	0	0	70,000	70,000	70,000	210,000
11	Counselor								
12	Social Worker								
13	Community Liaison/Parent Coordinator								
Other Employee Positions (Add additional page if needed)									
14	Title:								
15	Title:								
16	Title:								
17	Title:								
18	Subtotal Employee Costs				\$ 0	\$ 260,750	\$ 315,750	\$ 315,750	\$ 892,250
Substitute, Extra-Duty, Benefits									
		Specify (rate, # of days, etc.)							
19	6112	Substitute Pay	\$85 per day		0	850	4,250	4,250	9,350
20	6119	Professional Staff Extra-Duty Pay	\$25 per hour/After-school tutoring & professional development		0	15,600	15,600	15,600	46,800
21	6121	Support Staff Extra-Duty Pay	Grant related duties outside normal workday		0	2,000	2,000	2,000	6,000
22	6140	Employee Benefits	FICA-7.65%, Workers Comp-1%, TRS-7.55%		0	100,153	114,177	109,908	324,238
23	61XX	Incentive Pay	\$3,000 teachers, \$3,000 non-teaching profs., \$1,000 para's, and \$500 classified		0	213,000	213,000	213,000	639,000
24	Subtotal Substitute, Extra-Duty, Benefits Costs				\$ 0	\$ 331,603	\$ 349,027	\$ 344,758	\$ 1,025,388
25	Grand Total Payroll Budget (line 18 + line 24)				\$ 0	\$ 592,353	\$ 664,777	\$ 660,508	\$ 1,917,638

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Texas Title I Priority Schools CYCLE 2

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

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

1. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Project-based learning / 23 days @\$1,000 per day

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	1	\$ 0	\$ 23,000	\$ 23,000	\$ 23,000	\$ 69,000
Title: Trainer						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (%)						
Total Payment to Contractor		\$ 0	\$ 23,000	\$ 23,000	\$ 23,000	\$ 69,000

2. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Reading and Math Problem Solving / Model Teach / Differentiated Instruction Strategies / \$1,000 for each workshop / \$500 for in-classroom training

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	1	\$ 0	\$ 23,000	\$ 23,000	\$ 23,000	\$ 69,000
Title: Trainer						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (%)						
Total Payment to Contractor		\$ 0	\$ 23,000	\$ 23,000	\$ 23,000	\$ 69,000

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Texas Title I Priority Schools CYCLE 2

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

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

3. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 City Year - Targeted academic and school-wide interventions such as tutoring and mentoring /Contribute to the successful delivery of differentiated instruction and project-based learning when appropriate / \$20,000 per member for one year of full-time service in Year 1, \$10,000 per member in Year 2 & 3

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	12					
Title: Corps Member		\$ 0	\$ 240,000	\$ 120,000	\$ 120,000	\$ 372,000
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (____%)						
Total Payment to Contractor		\$ 0	\$ 240,000	\$ 120,000	\$ 120,000	\$ 372,000

4. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Communities In Schools - Case management services to improve academic achievement, attendance and behavior

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	1					
Title: On-site Coordinator		\$ 0	\$ 60,000	\$ 60,000	\$ 60,000	\$ 180,000
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (____%)						
Total Payment to Contractor		\$ 0	\$ 60,000	\$ 60,000	\$ 60,000	\$ 180,000

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Texas Title I Priority Schools CYCLE 2

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

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

5. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Transformation Model Technical Assistance - School Improvement Resource Center (SIRC)

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	1	\$ 0	\$ 25,000	\$ 25,000	\$ 25,000	\$ 75,000
Title: PPS						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs		0	5,000	5,000	5,000	15,000
Capital Outlay (Subgrants Only)						
Indirect Cost (____%)						
Total Payment to Contractor		\$0	\$ 30,000	\$ 30,000	\$ 30,000	\$ 90,000

6. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Tutoring Services

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	25	\$ 0	\$ 75,000	\$ 0	\$ 0	\$ 75,000
Title: Tutors						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials		0	5,000	0	0	5,000
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (____%)						
Total Payment to Contractor		\$	\$ 80,000	\$ 0	\$ 0	\$ 80,000

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Texas Title I Priority Schools CYCLE 2

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

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

7. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		\$	\$	\$	\$	\$
Title:						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment to Contractor		\$	\$	\$	\$	\$

8. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		\$	\$	\$	\$	\$
Title:						
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment to Contractor		\$	\$	\$	\$	\$

Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000: \$ 0 *nd \$441,000* \$ 256,000 \$ 256,000 *\$953,000*

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	\$ 0	\$ 456,000	\$ 256,000	\$ 256,000	\$ 968,000
Remaining 6200- Professional and Contracted Services that do not require specific approval*	\$ 0	\$ 10,000	\$ 7,500	\$ 7,500	\$ 25,000
Grand Total	\$ 0	\$ 466,000	\$ 263,500	\$ 263,500	\$ 993,000

*If more than 20% of the year's grant allocation is budgeted in this line item, TEA may require additional information.

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Texas Title I Priority Schools CYCLE 2

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

Expense Item Description					Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6321	Textbooks				\$	\$	\$	\$	\$
6329	Reading Materials								
6330	Testing Materials								
Technology Hardware- Not Capitalized									
6399	#	Type	Purpose	Quantity	Unit Price				
	1								
	2								
	3								
	4								
Technology Software- Not Capitalized									
6399	#	Type	Purpose	Quantity	Unit Price				
	1								
	2								
	3								
	4								
6399	*								
Total Supplies and Materials Requiring Specific Approval					\$	\$ 30	\$	\$	\$
Remaining 6300- Supplies and Materials that do not require specific approval*					\$	\$ 41,229	\$ 26,731	\$ 41,000	\$ 108,960
Grand Total					\$ 0	\$ 41,229	\$ 26,731	\$ 41,000	\$ 108,960

*If more than 20% of the year's grant allocation is budgeted in this line item, TEA may require additional information.

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by telephone/e-mail/FAX on <i>12.12.11</i> by <i>Ruillis</i> of TEA.		

Texas Title I Priority Schools CYCLE 2

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

	Expense Item Description	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6410	In-state Travel for Employees (includes registration Fees)*	\$ 0	\$ 5,000	\$ 5,000	\$ 5,000	\$ 15,000
6411	Out of State Travel for Employees (includes registration fees)	0	30,000	30,000	30,000	90,000
	Specify purpose: National Staff Development Council Learning Forward Summer Conference / Project-based learning conferences /					
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)					
	Specify purpose:					
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools)					
	Specify purpose:					
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools)					
	Specify purpose:					
Total 64XX- Operating Costs Requiring specific approval		\$ 0	\$ 35,000	\$ 35,000	\$ 35,000	\$ 105,000
Remaining 6400 - Other Operating Costs that do not require specific approval**		\$ 0	\$ 25,580	\$ 25,580	\$ 25,580	\$ 76,740
Grand Total		\$ 0	\$ 60,580	\$ 60,580	\$ 60,580	\$ 181,740

*In-State Travel for Employees must be budgeted in 6410.

**If more than 20% of the year's grant allocation is budgeted in this line item, TEA may require additional information.

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Texas Title I Priority Schools, Cycle 2

**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	Justification	Unit Cost	Quantity	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount	
6699/15XX- Library Books and Media (capitalized and controlled by library)										
1			\$	\$	\$	\$	\$	\$	\$	
66XX/15XX- Technology Hardware - Capitalized										
2	Laptops	Instructional	700	130	0	21,000	70,000	0	91,000	
3	Desktop Computers	Instructional	1,700	150	0	255,000	0	0	255,000	
4	Printer	Instructional	390	9	0	3,510	0	0	3,510	
5	Printer	New Campus Steward position	559	1	0	559	0	0	559	
6	Computer	Parent Use / iDataPortal	2,500	1	0	2,500	0	0	2,500	
7	Computer	New Campus Steward position and tracking of volunteers at campus	2,500	2	0	5,000	0	0	5,000	
8	Computer	Parent Ed. Room / LOTC	2,200	2	0	4,400	0	0	4,400	
9	Printer	Parent Ed. Room / LOTC	1,000	2	0	2,000	0	0	2,000	
10	Poster Maker	Instructional & Marketing	4,000	1	0	4,000	0	0	4,000	
11	Visual Presenters	Instructional	643	5	0	3,215	0	0	3,215	
12	LCD Projectors	Instructional	600	5	0	3,000	0	0	3,000	
13										
14										
66XX/15XX- Technology Software- Capitalized										
15										
16										
17										
18										
66XX/15XX- Equipment and Furniture										
19	Kiosk	Parent Use / iDataPortal	2,500	1	0	2,500	0	0	2,500	
20	Telephone	Parent Ed. Room	200	2	0	400	0	0	400	
21	Computer Tables	Instructional	540	26	0	14,040	0	0	14,040	
22										
23										
24										
25										
26										
27	Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life. (Outdoor Play Area w/partial covering)									
Grand Total						\$ 0	\$ 321,124	\$ 70,000	\$ 0	\$ 391,124

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011-2014	<u>015907</u> County-District No. or Vendor ID.
Texas Title I Priority Schools, Cycle 2		

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 Year 2011-2014

015907
County-District No. or Vendor ID.

Texas Title I Priority Schools, Cycle 2

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

SCHEDULE #6A – cont.

GENERAL PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY

Standard Application System

School Year 2011-2014

015907

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

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

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

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

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

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

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

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

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

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

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

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

CC. Federal Regulations Applicable to All Federal Programs:

1. **For Local Educational Agencies (LEAs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);
2. **For Education Service Centers (ESCs)**: 28 CFR 35 Subparts A-E, 28 CFR 36 Subparts C & D, Appendix A, 29 CFR 1630, 34 CFR 75 or 76 as applicable, 77, 79, 80, 81, 82, 85, 97, 98, 99, 104, 47 CFR 0 and 64, and OMB Circulars A-87 (Cost Principles), A-133 (Audits), and A-102 (Uniform Administrative Requirements);

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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)).
 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.

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- 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.
- 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. 05/2010

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 2011-2014	<u>015907</u> County-District-Campus 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

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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 2011-2014**

Required for all federally funded grants
greater than \$100,000.

015907

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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

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

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

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

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

11/89
03/90

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

SCHEDULE #6D -

Disclosure of Lobbying Activities

TEXAS EDUCATION AGENCY**Standard Application System****School Years 2011-2014**

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County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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

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

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

Federal Use Only:

Standard Form LLL

SCHEDULE #6ENCLB ACT PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2011-2014**015907

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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

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

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

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

Texas Title I Priority Schools Grant, Cycle 2

4. Highly Qualified:

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

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

SCHEDULE #6E – cont.

NCLB ACT PROVISIONS &
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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

SCHEDULE #6E – cont.
NCLB ACT PROVISIONS &
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- (iv) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (v) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (vi) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vii) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2014**015907

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Texas Title I Priority Schools Grant, Cycle 2**Federal Statutory Requirements**

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: http://www.tea.state.tx.us/index4.aspx?id=7354&menu_id=798
 - a. The Model Selection and Description Report must be submitted to TEA no later than **February 1, 2011**. This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities:
 - i. Comprehensive Needs Assessment process.
 - ii. Establish the grant budget by the required categories.
 - iii. Identification and Selection of the intervention model.
 - iv. Development of activities to implement selected intervention model.
 - v. Development of Timeline of Grant Activities.
- 1) 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.
- 2) 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.

N/A
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- 3) 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.
- 4) 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.
- 5) The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
- 6) The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.
- 7) 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.
- 8) 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.
- 9) If the LEA/Tier III campus selects to implement the **transformation model**, the campus assures that it will implement the following federal requirements.
 1. Develop and increase teacher and school leader effectiveness.
 - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
 - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
 - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
 - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
 1. Takes into account data on student growth as 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).
- 10) 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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- 11) 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.
- 12) 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.
- 13) 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.
- 14) 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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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). **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.**

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, 2014. 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:

Encumbrances/Obligations and Liquidations: All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

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.**

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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 definitions of terms and data elements as used by the federal Office of Management and Budget (OMB) as related to reporting requirements under ARRA are incorporated by reference.

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. **School-by-School Listing of Per-Pupil Educational Expenditures:** Each local educational agency that receives ARRA funds for use under Title I Part A funds (including Title I Part A Improving Basic Programs and Title I SIP Academy Grant) must file with the TEA, no later than December 1, 2009, a school-by-school listing of per-pupil educational expenditures from State and local sources during the 2008-2009 academic year. The format for collecting this information has not yet been determined by TEA. Subsequent instructions will be provided to grantees for reporting this information. By submitting this application, the grantee agrees to submit this information in the time, form, and manner requested by TEA. TEA must report the information to the Secretary of Education by March 31, 2010 (ARRA, Title VIII, Department of Education, Education for the Disadvantaged).
2. **Separate Tracking and Monitoring of ARRA Funds:** ARRA funds must be separately tracked and monitored independently of any non-Recovery Act funding. Funds shall not be commingled with non-Recovery Act funds. 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.
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.

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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>). By submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested.

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. (If applicable, 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 (pending final adoption by OMB):

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

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5. **Posting the Section 1512 Reporting 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 the Section 1512 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.

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).
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.

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
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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. **Combining ARRA Funds on a Schoolwide Program:** Unless otherwise stated in the Program Guidelines, 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).
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).

SCHEDULE #6F

PROGRAM-SPECIFIC PROVISIONS
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7. **Wage Rate Requirements for Contracted Laborers and Mechanics- Compliance with the Davis-Bacon Act:**
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.