

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2011-2014	Laredo Independent School District Organization Name	24090 County-Dist
		Dr. Leonides G. Cigarroa HS Campus Name	003 Campus No
		9-Digit Vendor ID#	1 ESC Regi.
		116107047110023 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: 06/30/2014 *1512*

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

Tier I Tier II Tier III

Part 1: Index to the Application

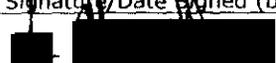
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application 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 checked="" 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
Marcus		Nelson	Superintendent of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
956-795-3410	956-795-3405	mnelson@laredoisd.org	 6/20/11

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

701-11-105-070

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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				
Laredo Independent School District				
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
1702 Houston St.		Laredo	TX	78043
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
28	057570640	4A8x2	482679005883	
Campus Name			County-District Campus Number	
Dr. Leonides G. Cigarroa High School			240901003	
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
2600 Zacatecas		Laredo	Texas	78045

Applicant Contacts

Primary Contact

First Name	Initial	Last Name	Title	
John	E.	Salinas	Principal	
Telephone	Fax	Email		
956-795-3800	956-795-3814	jesalinas@laredoisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
2600 Zacatecas		Laredo	Texas	78045

Secondary Contact

First Name	Initial	Last Name	Title	
Scott		Roberts	Grant Writer/Research Analyst	
Telephone	Fax	E-mail		
956-795-3394	956-795-3389	sroberts@laredoisd.org		
Mailing Address Line - 1	Mailing Address Line - 2	City	State	Zip Code
904 Juarez		Laredo	Texas	78040

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

240901003
 County-District-Campus No.

School Years 2011-2014

Amendment No. _____

**Texas Title I Priority Schools Grant, Cycle 2
 Schedule #3—Purpose of Amendment**

Part 1: Schedules Amended (Check all schedules that are being amended.)

When submitting a revision or an amendment, please indicate by checking the appropriate box what schedules are being revised/amended. Submit supporting budget schedules that are being revised or amended.

- | | |
|--|---|
| <input type="checkbox"/> Schedule #1—General Information | <input type="checkbox"/> Schedule #5—Program Budget Summary |
| <input type="checkbox"/> Schedule #3—Purpose of Amendment | <input type="checkbox"/> Schedule #5B—Payroll Costs 6100 |
| <input type="checkbox"/> Schedule #4—Program Requirements | <input type="checkbox"/> Schedule #5C—Professional and Contracted Services 6200 |
| <input type="checkbox"/> Schedule #4A—Program Abstract | <input type="checkbox"/> Schedule #5D—Supplies and Materials 6300 |
| <input type="checkbox"/> Schedule #4B—Program Description | <input type="checkbox"/> Schedule #5E—Other Operating Costs 6400 |
| <input type="checkbox"/> Schedule #4C— Performance Assessment and Evaluation | <input type="checkbox"/> Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629) |
| <input type="checkbox"/> Schedule #4D—Equitable Access and Participation | |

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

Part 2: Revised Budget - Please describe the budget changes requested in this amendment.

Describe the budget changes requested in this amendment. Ensure the following are addressed in your description.

- Year of the Budget change,
- Class-object coded to be changed, indicating any increase or decrease in amounts budgeted, and
- Reason for the budget changes.

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Texas Title I Priority Schools Grant, Cycle 2
Schedule #3—Purpose of Amendment

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

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

Part 4: Amendment Justification

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

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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 10 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) academic 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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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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<p>Schedule #4—Program Summary and Application Requirements</p>		
<p>Part 3: Statutory Assurances</p>		
<p>#</p>	<p>Statutory Assurance Description</p>	
<p>7</p>	<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. 	
<p>8</p>	<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). 	
<p>9</p>	<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. 	
<p>10</p>	<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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Texas Title I Priority Schools Grant, Cycle 2

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 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

#	TEA Assurance Description
9	<ul style="list-style-type: none"> 2. Comprehensive instructional reform strategies. <ul style="list-style-type: none"> A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. <ul style="list-style-type: none"> A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. <ul style="list-style-type: none"> A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
10	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <ul style="list-style-type: none"> (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.
11	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

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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).

L. G. Cigarroa High School will implement the TEA Designed Tier III Transformation Model. In alignment with statutory requirements Using the TEA designed Tier III Transformation model the grant resources allocated will address specific needs that make significant gains in student academic achievement. This summary provides highlights of the schools background information, key areas for growth as per the Comprehensive Needs Assessment (CNA), a summary of the proposed behavioral intervention model, and Response-to-Intervention (RTI); more details will follow in subsequent pages.

Background: Serving 1488 students in Laredo, Texas, L. G. Cigarroa High School is unique geographically and academically. L. G. Cigarroa High School is an integral part of a rapidly growing community on the Texas/Mexican border, where overall 99.8% of the student population are Hispanic, and 32.06% are English Language Learners (ELL). 69.22% are considered at-risk, and 99.87% are economically disadvantaged. Although, L. G. Cigarroa High School is still struggling with TAKS scores, commended rates, and college readiness indicators, the last three years have brought moderate gains in student achievement. Under the direction of school leadership teams and the current principal, L. G. Cigarroa High School has been improving in terms of student achievement: Students passing all state assessments and lowering grade level retention and drop-out rates. L. G. Cigarroa High School has met the requirements of AYP and achieved TEA Recognized status/Academically Acceptable status. These gains, along with district and campus support for interventions such as shared planning periods, curriculum alignment, and use of formative assessments, indicate that the desire and motivation to transform do exist at L. G. Cigarroa High School. These gains have been attributed in part to district and campus level leadership that are committed to continual improvement. For these and other improvements in faculty morale, student achievement, school culture and climate, technology and other areas, L. G. Cigarroa High School has chosen to retain its principal.

Areas of Growth: Despite improvements, L. G. Cigarroa High School has many urgent and significant challenges in its mission to deliver a high quality education to all students, including addressing:

- **Subpopulations:** The performance gaps between regular and special education students is more than 23.44%, and for ELL's it is nearly 41.65%. The 9th grade was identified as a key year for influencing student achievement and success throughout high school, in agreement with research findings.
- **College Readiness:** Although 25% of all students express desire to attend college, L. G. Cigarroa High School lags 45% behind state averages in key indicators such as SAT/ACT and AP testing. Only one in 25 graduates college ready in both English and Math.
- **School culture and experiences:** 4 of 10 teachers view attendance as a major problem facing the school; 3/10 students admit to regular skipping. Parents and students view their campus culture and school reputation as areas in need of improvement.
- **Parental and community involvement** Only 20% of parents agreed school communication with parents/guardians regularly participate in campus activities; the CNA indicated 30% of parents are interested in doing so, suggesting communication processes are insufficient.

Highlights from the Transformation Model: L. G. Cigarroa High School is prepared to implement the Transformation model by applying the critical success factor that drive activities that reform/improve the educational quality through continuous planning with stakeholders – students, teachers, staff, parents, administrators, and community members – as well as researching best practices and personally corresponding with experts at the Texas Education Agency, Region 13, National High School Council, the National Center for the Improvement of Educational Assessment, and the Department of Education's Center on Innovation and Improvement. Planned interventions include:

- **Improvements in Teacher and Administrator Quality:** primarily through job-embedded professional development and training to address the needs of subpopulations and to increase academic rigor for all students. Enhanced teacher and administrator appraisal and incentives will improve quality of instruction, recruitment & retention, with multiple evaluation tools including student achievement(see item 3 and 4 pg. 18)
- **Data-driven Decision Making:** by teachers to regulate and differentiate instruction to meet individual student needs. Campus-wide integrated data systems that facilitate communication at all levels and provide early-warning that support intervention
- **Campus-wide Response to Intervention:** addressing subpopulations, college and career readiness, school culture, and school climate through a flexible school schedule, diversified curriculum, mentors, smaller learning communities, tutoring, and student monitoring.

- Parent and Community Outreach Program: to significantly improve the level and frequency of parental involvement on campus, beginning with parents of the most at-risk populations; community services to support students in need of assistance. Improve school climate community-oriented school intervention through on-going activities for family and community engagement provided by operational flexibility and on-going technical assistance partners. The addition of information systems that allow parents to review student grades, attendance, and other information provides the avenue for more continual communication levels between the campus and parents.
- Improvement of Instructional Opportunities: increasing advanced placement (AP) and pre-advanced placement course offerings to include technology, science, math, engineering, dual-enrollment courses, and career/college readiness courses and fine-arts programs. Increased focus on student support services that leads to increased attendance and academic performance. Intensive summer enrichment, transition programs, credit recovery, drop-out recovery, remediation, and intervention, through acceleration of basic skills for the most at-risk students.

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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											522	351	300	315	1488
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	522	351	300	315	1488
**Current Total Instructional Staff														143	
**Current Total Support Staff														34	

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

1	Demographics: <i>Reviewed</i> – Enrollment figures from PEIMS (District's student information system); econnect (District Gradebook); District Data Analyzer (DDA); Academic Excellence Indicator System (AEIS) Reports; Annual Review and Dismissal (ARD's); Individual Education Plan's (IEP); Accelerated Instructional Plan (AIP); District and Campus Attendance Reports; Drop-out and At-risk tracking records; Feeder pattern school data (Vertical Teams); District Historical Instructional Data Analysis.
2	Student Achievement: <i>Reviewed</i> – AEIS Reports (TAKS State Assessment Data); econnect (GPAs and teacher-input data); TELPAS Results; AYP and State data tables; Completion and retention rates; GED, Drop-out rates; college readiness indicator data (AP, SAT, ACT, Dual Enrollment); Credit recovery programs.
3	School Culture and Climate: <i>Reviewed</i> – Results from the 2011 Spring student, teacher, and parent surveys; Student Focus Group; Superintendent's Student Advisory Board; Parent Focus Group; Teacher interviews; Online Feedback surveys; school Walkthrough Information; In-school suspension records; court appearance data; District Alternative Education Program data (DAEP); statistical analysis of these data; combined with Student Achievement data and Demographic sources, including regression analysis, norm-referenced tests, and descriptive statistical tools.
4	Staff Quality, Recruitment, and Retention: <i>Reviewed</i> – Professional Development Appraisal System data (PDAS); Teacher Surveys; Teacher Focus Groups; Administration Interviews; Certification and Qualification data; Staff Tenure data; Teacher-Student Ratios; Completion rates; GED; Drop-out rates; Professional Development Reports; STaR Chart; Student Demographics data.
5	Curriculum, Instruction, Assessment: <i>Reviewed</i> – Curriculum (CSCOPE); District Benchmark data; TAKS State Assessment Data; Lesson Plans; Teacher surveys; School and Program Schedules.
6	Family and Community Involvement: <i>Reviewed</i> – Parent/Guardian Surveys; Parent Volunteer Survey Information; Parent Focus Groups; Demographic data for city population and school; Family Language data; Local Higher Institution Interviews and Contact.
7	School Context and Organization: <i>Reviewed</i> – School Geographical data; Master schedule; Mentor teacher Information; Administrative Interviews; meetings with various levels of School Leadership; Review of Counseling services and counselors Interviews.
8	Technology: <i>Reviewed</i> – STaR Chart; Professional Development Records; Technology Audits; Technology Plan; Technology Infrastructure, hardware Assessment; Technology Trainer and Technician Interviews and meetings.
9	Other Sources "to be Reviewed" as soon as possible: In-depth analysis of Special Programs data, college readiness indicators data (AP, SAT, ACT, Dual Enrollment, Etc), credit-recovery program, enhanced teacher appraisal system data, more rigorous teacher-student correlations from online gradebooks, curriculum alignment processes, differentiated strategies process, school feedback mechanisms, progress monitoring of Transformation plan, response-to-intervention plan information, longitudinal cohort data, counseling center metrics and logs, and all other data specified by grant performance measures. In addition, all data sources previously mentioned will be continuously monitored, updated and repeated for robustness, future progress, greater disaggregation, and longitudinal analysis, along with specific metrics through use of the proposed integrated data system.

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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.

L. G. Cigarroa High School, through its April 2011 Comprehensive Needs Assessment (CNA) applied all avenues of data analysis to inform development of the Transformation Model (see pg. 18, 20); this was part of an ongoing process to create a sustainable, integrated input system to provide constant monitoring that perpetuates and enhances work that has already begun and through the CNA L. G. Cigarroa High School has been able to determine that the areas of academics, classroom instructional strategies, technology access, professional development, parental and community involvement are all areas of significant concern. L. G. Cigarroa High School executed the CNA in alignment with the eight areas of the No Child Left Behind CNA Toolkit, and then integrated the data to perform both qualitative and quantitative analysis. The CNA was conducted with all stakeholder input; the following points illustrate the process and findings of the CNA.

Demographics: This component for L. G. Cigarroa High School proved to be extremely important to the campus transformation plan; apart from collecting and analyzing data for currently enrolled students, data was collected to address projected subpopulation changes that indicated a continually high percentage of At-risk students and a slight increase in the percentage of ELL populations. Other demographic data was collected and then synthesized to look for trends in student achievement levels, and family/community involvement by performing a varied statistical analysis and disaggregated for the other areas of the NCLB CNA found below.

Student Achievement: L. G. Cigarroa High School collected the data mentioned on pg. 18. And combined with students' standardized test data reflected significant findings that at-risk and ELL students scored lower on TAKS assessments than did regular student's district wide. The effects of college readiness indicators, Drop-out rates, and graduation and completion rates were also considered; GPA was broken down by grade level to reveal the importance of supporting 9th grade students.

School Culture and Climate: Data was collected from surveys, focus groups, and interviews with students, parents, teachers, and administrators. The data results revealed general school perceptions that was merged and analyzed with the demographics and student achievement data painting a snapshot of influences on a students' education. The data analysis found that students perceive truancy as an acceptable practice. Based on student and teacher focus groups and interviews the data suggested that the discipline structures in place are effective, but not consistent. In addition, the in-school suspension needed additional support to be more effective and since truancy is perceived as acceptable indicates that a cultural change is needed on the campus.

Staff Quality, Recruitment, and Retention: Teacher surveys and campus staff demographics data provided a snapshot of the current staffing at L. G. Cigarroa High School. The current staff demonstrates veteran team leaders and have a high level of veteran teachers. Based on survey results a majority of tenured teachers expressed the need for additional training through various professional development activities including job-embedded professional development that allowed for the use of more advanced technology immersion experiences and data use that enhances cooperative learning and GT/AP training combined with culturally related topics that promoted cultural change at the campus in order to raise student expectations and increases teacher/students accountability.

Curriculum, Instruction, and Assessment: By varying pedagogical approaches, teachers will be expected to activate students' prior knowledge, build conceptual frameworks, and utilize thought-provoking questions to develop momentum and interest in the learning process. The quality of instruction was a primary indicator of positive student outcome, and persistence in the classroom is indicative of teachers believing in the possibilities and potential of each student. Through consultation with all stakeholders L. G. Cigarroa High School understands the significant opportunity for growth by implementing a campus-wide response to intervention that is accompanied with positive behavioral modeling and supports structures. Based on administrative and teacher interviews regarding perceptions of at-risk students revealed a strong need for character education as well as academic interventions. Based on an analysis of curriculum there is a great need for more vigorous vertical and horizontal curriculum alignment. Teacher surveys indicate that daily team meetings and planning periods were very helpful in creating a sustainable school culture.

Family and Community Involvement: The parent surveys indicated that parents are increasingly interested in volunteering at the school due to the introduction of a campus parent liaison. Parent centers have been underutilized; an unfortunate outcome being that research has bolstered the need for parent centers. Children's safety is always of great concern to parents as the campus reputation was in question. Parent and community member discussions reveal a great desire for increase students and teacher accountability.

School Context and Organization: Interestingly, the data results after integrating student achievement, demographics and climate revealed that students enrolled in non-sport extracurricular activities score higher on TAKS assessments.

Technology: teacher surveys and the STaR charts reveal a strong desire for teacher technology emersion activities and stronger technology competence. However, a technology audit revealed insufficient tools to fully implement a total technology emersion plan.

Future: Each CNA area needs to be repeated yearly to complete a longitudinal data analysis measuring the effectiveness of the data collection process. By implementing the Transformation model L. G. Cigarroa High School hopes to implement a more effective data collection system and to use the Ongoing CNA data to drive the interventions to meet student needs.

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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	Students. Various data sources were used that include: student surveys, student focus groups, superintendent student advisory council, and student interviews. Student groups included regular students and subpopulations that included: special education, probation, repeaters, GT, extracurricular, ELL, economically disadvantaged, At-risk, and students enrolled in alternative education programs.	
2	Teachers. Various data sources were used that included: Teacher surveys that requested input from all grade levels and content areas, teacher meetings, teacher interviews, teacher input sessions/groups. Teachers were also included as part of the CNA team.	
3	Administrators. The administrators were involved in the entire CNA process that included: interviews, meetings, sessions and surveys.	
4	Parents. Various data sources were used that include: surveys from parents/guardians of all students, parent focus groups, parent response through them campus parent liaison.	
5	Staff. All campus staff was represented on the CNA team including: Campus drop-out specialists, technology staff, administrative staff, teachers, parent volunteers, community liaisons, parent liaisons, campus data and records representatives, counselors, and participation in meetings regarding various levels of leadership.	
6	Community Members. Discussions with the Professors from Texas A&M International University to ensure student surveys, teacher surveys, parent surveys, student focus groups and parent focus groups are performed in a professional and academically sound manner, also in consultation with the analysis of the data from surveys and focus groups. In addition, involved discussions on coordinating educational goals for smoother transition to postsecondary education. Community member included interviews with teachers and administration at local charter schools with similar demographics	
7	National and State Educational Leadership. Personal correspondence and consultation through e-mails and telephone calls with various educational leaders at institutions as Texas Education Agency, U.S. Department of Education, the National High School Center at the American Institutes for Research, and Region 1, 13, & 20 Educational Services Centers	
8	District Administration. Coordination and consultation with district administration, particularly the district shepherd, in evaluation of campus needs, various meetings, discussions, phone calls, and correspondence.	
9	Outside Research. Outside published journals, papers, books, programs, websites, etc. were consulted in determining the context and interpretation of campus needs.	

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	Improve Academic Performance – Increase scores on State Academic Assessments.
2	Improve Student Attendance – Incentives, Student accountability, Parent/Teacher conferences, Student Support Services
3	Increase use of Data Driven Instruction – Use RtI, Kaplan, Kagan, cSCOPE, Data Disaggregation.
4	Improve Instructional Leadership Effectiveness – PD360, Job-embedded Professional Development.
5	Increase Learning Time – Use of flexible scheduling, tutorials, small-group instructional intervention.
6	Improve on and Increase Parent/Community Involvement – Surveys, Volunteerism, Meetings, Activities, Events.
7	Improve School Climate – Incentives, Leadership Effectiveness, Accountability, Meetings/Group Collaborations.
8	Improve on and Increase Teacher Quality – Mentoring, Co-Teaching, Trainings, Job-embedded Professional Development.
9	Improve Performance Measures/Outcomes – Data Quality, Data collection tools/process, Data Disaggregation.
10	Increase Technology Access and Technological tool Availability – Technology Emersion, Technology Based-Instruction

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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.

Laredo Independent School District (LISD) has the necessary capacity through its organization, support services and resources needed to successfully and completely implement the school transformation model for all eligible schools within the district.

Overview: LISD is home to over 24,000 students and close to 3500 employees and has an infrastructure that support its 20 Elementary campuses, 4 Middle Schools, 3 High Schools, 1 Early College High School, and 3 Magnet Campuses – The Vidal M. Trevino School of Communications and Fine Arts, The Dr. Dennis D. Cantu Health Science Magnet, and the Sabas Perez School for Engineering. Laredo ISD has highly capable, efficient, and effective support personnel to work with campuses in finance, curriculum and instruction, supplemental services, transportation, food services, and health services. In addition, to the departments necessary to the functioning of a Texas ISD, Laredo ISD maintains the following departments which exist mainly to support campuses and students: Federal Programs, State Comp., Migrant Education, Advanced Academics, Assessment/Evaluation/Research, Bilingual Education, Career & Technical Education, Special Services Department, Dyslexia, Fine Arts Department, Guidance & Counseling, Homeless Youth Rtl, Instructional Technology, Parent Involvement, Police & Security Services, and Wellness.

Organization: The district is organized with Vertical Teams/Feeder pattern school concept. Elementary school students feed into middle schools in their geographical locations of Laredo and the middle school students feed into high schools in their respective area. Currently, Laredo ISD has 3 High Schools, 2 Middle schools feed into each one, and 5-7 elementary schools feed into 4 middle schools. Each vertical team is identified by its vertical team name by its High School's name (Martin, Nixon, Cigarroa vertical schools). Additionally, the Curriculum and Instruction Department has individual curriculum specialists in ELA, Math, and Science to serve each of the clusters. Thus the District is organized in a manner that facilitates the provision of adequate resources and related services to support the campus in its reform efforts.

Support Services: The designed vertical team infrastructure is designed to maximize and efficiently implement the transformation model at each campus applying the required activities and critical success factor milestones. The Curriculum and Instruction department Deans in ELA, Math, Science, and Social Studies are experts in their respective field of study. Additionally, they attend state trainings and in some cases are trainers in the TEKS, revised TEKS, curriculum alignment and instructional model. The deans are highly competent and knowledgeable in all intricacies of the TAKS and engage in progressively responsible research in relevant changes in their areas of expertise and legislative actions, the deans disaggregate assessment data, and are contentious of the needs of our diverse student population served by Laredo ISD. In addition, the deans serve as lead teachers in Bilingual Education and Advanced Placement as required to improve and provide opportunities to student's academic success. Additionally, deans help the campuses design services in collaboration with the vertical team campus leadership, principal and district administration. At the elementary school level with in vertical teams the Curriculum Specialists model lessons, perform walk-throughs, and meet with teachers for collaborative planning and/or as per individual student need, and assist in the disaggregation of data. Additionally, all curriculum specialist and deans are intricately involved in Job-embedded Professional Development.

Resources: The district through its IT infrastructure has been able to provide each campus (32) with TETN video Conferencing capabilities. This technological advancement has provided Laredo ISD a means to stay up-to-date and participate in state and regional service center trainings and conferences without having to travel long distances. This technology also enhances the capacity to have more interaction with individuals who have first hand information in a timely manner. In addition, the Student Services, Special Education, AP/GT, Guidance and Counseling, Professional Development, and Federal Programs departments play an important role in supporting our campuses. These departments' expertise in meeting federal and state guidelines is shared both horizontally and vertically with the schools and the other Laredo ISD departments serving the schools. The Laredo ISD has made strides to reduce truancy, drop-out rates and credit recovery efforts by establishing a Non-traditional HS to recuperate drop-outs and students at-risk of not graduating. In addition, the Non-traditional high school is working with the South Texas Council on Alcohol and Drug Abuse to provide treatment as a condition for receiving the opportunity to graduate and recover credits for those students in need of the services. These support systems have been initiated to curve the growing drop-out rates in our community that currently stand at 50% or higher. Each high school currently has its own drop-out prevention specialist and at-risk counselor. These individuals are highly qualified and meet regularly with district administrators on a regular basis, and thus campuses have empowered staff members to focus on these critical components of successful school reform. These greatest asset to our district is the high level of commitment on the part of each and every staff member and its deep-rooted sense of community to be successful.

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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).

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.

In order to provide a significant level of empowerment to L. G. Cigarroa High School in deciding the daily operations of the campus and in the implementation of success-driven research-based initiatives L. G. Cigarroa High School will use the following pre-implementation activities and timeline for implementation beginning on the NOGA date through August 1, 2011 when full implementation begins.

- **Campus Schedule Review** – campuses will be able to plan and set their own extended day/extended week and zero-period schedules as to dates and time based on student needs.
- **Funding Priorities** – The campus has the flexibility in the budgetary process and make decisions regarding placement of state, local, and federal monies in instruction categories which will impact their areas of need as indicated by their annual CNA priorities setting process. Some campuses may devote more budgeted funds to extend day and/or week services to students while other may elect to use significant amounts of funds for professional development/training sessions in subject specific pedagogy, differentiated instruction, and a deeper understanding of the community served by the campus by reviewing historical data prior to and during the implementation process. Planning will also take place in determining how funding will impact ongoing, high quality, job embedded professional development, provide staff collaborative planning time, and flexible time for teachers to work on disaggregation of data, and for home visits to families of students in need in order to prepare for the students prior to the start of the school year.
- **Hiring** - Laredo ISD principals will interview and make recommendation for staff promotion, extended day/week services (with compensation/\$21.72/hr), non-renewal, and hiring prior to the beginning of the school year. The school leadership team will engage teacher committees when searching out candidates for hire and Laredo ISD will use campus teacher committees' input in searching for a possible new campus principal in some instances due to retirement, replacement, or resignation.
- **Curriculum** – Campuses have the flexibility and are highly encouraged to supplement district curriculum initiatives with lessons, activities, and materials designed to meet all student needs, especially with subpopulation students prior to the and during the implementation of the transformation model.
- **Data Driven Instruction** – Campuses will set their own benchmark testing schedules and will be provided some flexibility in implementing the district benchmark schedule as well prior to the start of implementation. Each campus decision regarding benchmark testing must be made in light of how the data will drive instruction and whether or not testing results in significant interventions in which students respond to positively, and which have immediate impact on success.
- **Other Areas of Operational Flexibility** – Campuses will have the flexibility to start implementing any SIRC initiatives in coordination with district initiatives prior to full implementation as part of their scheduling and operations.

Based on these directives and ongoing collaboration with the SIRC, school leadership team, teachers and other stakeholders L. G. Cigarroa High School will make recommendations to its practices and policies to ensure the effective implementation of the transformation model, including but not limited to the following.

- **Schedule:** Implement a flexible schedule each week to accommodate differentiated lesson acceleration and remediation, formative and summative assessment schedules, enrichment periods, measures to decrease truancy, planned increases in extra and co-curricular activity meetings; possible extended school year discussions and initial student/parent orientation prior to the beginning of the school year and registration.
- **Funding Priorities:** As part of the pre-implementation activities and the Response to Intervention, the school leadership team will focus on its review of ELL and SPED along with other at-risk students for targeted after school tutorials for acceleration, align funding with campus-identified professional development needs, plan enhanced programs for credit recovery, remediation, and acceleration; integrated technology use, campus-wide and district wide software and hardware initiatives and possible creation of summer academies.
- **Hiring:** Review of new district hiring initiatives and requirements, including enhanced teacher appraisal; review of application of appraisal requirements to all teachers.
- **Curriculum:** Schedule planning in order to maintain coordinated conference periods for meeting and aligning subject area core academic teachers; implementation of a campus-wide writing initiative, and developing the curriculum that aligns to the CNA directives.

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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).

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.

Laredo ISD and L. G. Cigarroa High School consulted with all relevant stakeholders regarding the current application and the proposed implementation of the Tier III transformation model. Sustained support an buy-in at multiple levels were the result of the ongoing collaboration. District-level initiatives include, but are not limited to:

- The Laredo ISD Board of Trustees will be informed as to the extent of the activities and critical success factors, the qualifying criteria, and the Tier III transformation model at the next possible Board workshop scheduled. Laredo ISD Board meetings are all televised via Instructional Television (ITV), Cable 18. Additionally, board meeting reruns are aired every day through our website www.laredoisd.org/board/meetings2.html meaning that all community with cable access can view the Board meetings.
- The grant eligibility, parameters, and model will be discussed with the Districts Educational Improvement Council (DEIC). This body is comprised of teachers, administrators, campus support staff representatives and community/business members as per policy requirements.
- The grant eligibility, parameters, and model have been discussed at campus level stakeholder meetings This body is comprised of teachers, administrators, campus support staff representatives and community/business members as per policy requirements

Based on ongoing discussions, unanimous support from all district-level stakeholders has been obtained; all stakeholders concur the L. G. Cigarroa High School grant be submitted as Tier 3 transformation.

- School Leadership Team have met on numerous occasions throughout the CNA process to discuss campus personnel staffing formulas, student achievement data, professional development activities, teacher evaluation data, and survey data from all stakeholders in order to make recommendations as to transforming the school climate and culture.
- Teachers and Staff have been consulted during the CNA through April 2010 survey addressing school achievement, leadership, culture, and programs. Teachers provided much needed input on areas of strength, weaknesses, opportunities, and threats and noted that improvement requires some fundamental changes. The teacher and staff input was thoroughly incorporated throughout the planning stage of the school intervention model. Ongoing meetings are held with each department to discuss proposed changes for the school. Each department has communicated potential changes to all teachers and staff at each campus receiving feedback from the school that will be used to improve the school intervention plan. Open meetings have been held where every teacher has been given the opportunity to comment and make suggestions. By doing so the school has been able to provide continuous feedback and input on improving the intervention plan and gaining overwhelming teacher support for the proposed intervention model. Coaches, band directors, and other instructional support staff have also been included in the CAN and development of the transformation model.
- Students have contributed significantly to the discussion of needed changes for the campus. Each student received a survey addressing areas such as student achievement, classroom culture and opportunities, school climate, and perceived strengths and weaknesses of the campus. Students that provided additional input were identified and interviewed. Student focus groups were also conducted through the Superintendent's Student Advisory Council which represents all the school's demographic and achievement groups, to gain more input and suggestions from students. This feedback was continually referenced and utilized throughout the planning stages for this transformation model concept.
- Parents and Community have been involved in all comprehensive discussions and were surveyed in April 2011 regarding school achievement, responsiveness to student needs, safety, and other issues. Parents were also selected in a focus group to obtain more in-depth insight regarding the wishes of parents and input throughout the development of the school intervention plan. Representatives from local colleges and universities and local charter schools were also conducted. In addition, Laredo ISD has worked continuously with Region 1 Educational Service Center in order to develop and create a consistent transformation model that establishes the framework to a committed collaboration with community partners and providing continued additional professional development and instructional services beyond the grant program in order to continue to provide opportunities to achieve program objectives and district goals.

Laredo ISD is committed to collaborating with community partners and providing continued additional professional development and instructional services beyond the grant in order to continue to provide opportunities to achieve program objectives and district goals while improving academic performance; increasing use of data driven instruction; increase in leadership effectiveness; increase learning time; increase parental /community involvement; improve school climate; and increase and improve teacher quality.

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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).

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.

Laredo ISD will modify practices and/or policies as needed to ensure full and effective implementation of the Tier 3 transformation model accordingly, District directors and staff will work in collaboration with each campus and the appropriate departments to address each campus individual need through research-based initiatives that significantly improve services to students and enhance their on-grade-level academics, graduation rates, and their college/workforce readiness. The school board of trustees are very supportive of research-based initiatives that significantly improve services to students and enhance their on-grade-level academics, graduation rates, and their college/workforce readiness. Simultaneously, Laredo ISD will provide significant levels of empowerment to each campus in deciding the daily operations of their campus and in the implementation of success-driven research-based initiatives by establishing management activities as follows:

School Leadership Team – to include all individual groups to ensure overall planning, implementation, evaluation, and compliance of the campus Transformation Model.

Campus Principals, Assistant Principals, Counselors, Coordinators, Instructional Support Staff and DAEP Principal – Program Implementation.

Counselors/Nurses/Librarians – Provide services regarding educational, social, emotional, and health services.

Director for Secondary Education – Program Management/Administration, Performance Evaluation and Reporting. Correspond via e-mails, phone, memos and conduct meetings as needed to ensure program compliance.

Executive Director for Curriculum and Instruction – Program planning, Implementation and formative and summative program evaluation

Executive Director for Academic Accountability and Compliance - Program planning, Implementation and formative, summative program evaluation, program compliance and academic accountability.

Executive Director for Student Services – Provide services to parents and students regarding attendance, discipline, educational, social, emotional, and health services.

Deans/Instructional Specialists - Program planning, Implementation and formative and summative program evaluation, Benchmark testing, assessment results, planning of professional development sessions, budget, procurement, and overall program evaluation. Gather campus data from teachers, students and parents, correspond via e-mails, phone, memos and conduct meetings as needed to ensure program compliance.

Special Education Director/Supervisor – Provide services to parents and students regarding Special Education Programs, attendance, discipline, educational, social, emotional, and physical and mental health services. Provide referrals for students and parents to community based organizations that provide family services. Provides structured development of ARD's and meetings with school leaders, instructional staff, parents, and students.

Director for Guidance and At-Risk – Provide services to counselors, parents and students regarding educational, social, emotional, and physical and mental health services.

Director for Staff Development – Professional Development planning and implementation based on the Transformation To Education Excellence Model requirements, instructional based content specific strategies, evaluation, and compliance.

Response to Intervention and Section 504 Coordinator – Provide services to parents and students regarding dyslexia, attendance, discipline, educational, social, emotional, and physical and mental health services. Provides structured development of ARD's and meetings with school leaders, instructional staff, parents, and students.

Chief Financial Officer/Director for Financial Management – Budgetary Compliance.

Procurement Director – Procurement Compliance.

Teachers – Program planning, assessment participation, student tracking, implementation of instructional planning, content delivery, classroom management and procedures, and technology integration

Staff – Program planning, assessment participation, student tracking, implementation of instructional planning, content delivery, classroom management and procedures, and technology integration

Superintendent of Schools, School Board of Trustees, Community Member and Business Leaders - Procurement Compliance, Academic Accountability and Fiscal Accountability.

Students – Academic achievement.

Parents – Academic Accountability.

Community Members – Program planning.

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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.

The Laredo ISD central office administration will identify how other resources (federal, state, local, and private) will be utilized to coordinate services to support and sustain the school improvement intervention. Coordination of federal, state, and private funds will be ensured during the implementation process. Funds will be used to supplement not supplant current services and increase the level of services provided. State Compensatory, Title I, and Local Funds will be used in conjunction with this program to maximize the use of funds through fund coordination and resources in order to ensure cost effectiveness. Funds will be used to supplement not supplant current services and increase the level of services provided by the Transformation To Education Excellence Model goals and objectives. Funds will be used to enhance academic content, instructional delivery methods and teacher content knowledge and instructional delivery methods.

The funds will be expended on programs that support the school improvement strategies of the Transformation Model to enhance teacher classroom preparedness, instructional delivery and content competency, improve high school graduation rates, improve at-risk student academic achievement on State assessments, improve student attendance rates, and student postsecondary readiness as per the Texas High School Completion and Success Initiative. District staff coordination includes the Principals, Assistant Principals, Counselors, Director for Secondary Education, Instructional Deans/ Instructional Specialists, Special Education Director/Supervisor, Director for Secondary Education, Director for Guidance and At-Risk, Response to Intervention and Section 504 Coordinator, Executive Director for Curriculum and Instruction, Executive Director Student Services, Chief Financial Officer, Director for Financial Management, Executive Director for Academic Compliance and Accountability, Superintendent of Schools, the School Board of Trustees, Community Members, Business Leaders and Parents will ensure these funds are used exclusively on the required resources and materials needed to effectively carry out the TEKS driven curriculum's hands-on activities. They will have an in-depth understanding and will be well versed in the Texas Title I Priority School Grant fiscal guidelines and requirements. All materials will be purchased following a structured plan of approval at the campus and district levels. Campus administrative personnel of the school will demonstrate the responsible use of the funds to achieve school improvement. Program funds will supplement and not supplant state mandates, SBOE rules or activities previously conducted with state and local funds. The Laredo Independent School District is committed to sustain the Transformation To Education Excellence Model strategies beyond the program completion date in order to ensure the continued enhancement of student academic achievement.

The Laredo ISD has a long and successful history of aligning all resources federal, state, local, and community, to its efforts of support for campuses in improving instruction and achieving educational excellence. This has been accomplished through:

- Recognizing gaps and needed areas of support
- Creating a taskforce to create recommendations for actions and funding options.
- Pooling resources to make sure the task-force recommendations are addressed and become operational.

Laredo ISD and L. G. Cigarroa High School will exhibit the same level of commitment and support to campus transformation activities by aligning its current and future resources to include:

- Utilization of Title I and Title III funding for supplies, professional development, tutorials, supplemental education services, and other allowable expenditures related to the transformation model.
- Working with district departments in leveraging efforts and resources in order to make full use of their expertise, including the Migrant department, Parent Involvement, RtI, Bilingual Ed., Instructional Technology, technology, District Guidance and Counseling, Student Services, and curriculum
- Using the district curriculum specialists in consultation with the campus curriculum teams to improve curriculum alignment.
- Working with the Parental Liaisons, at-risk counselors (Funded under state comp.), PEIMS supervisor (Local Funds), attendance clerks (campus Title I), and guidance and counseling to transform initiatives and goals to meet student need.
- Align Special Education initiatives, including training, supervisors, observations, presentations, and campus coordination of days and activities to align with the transformation model
- Include Bilingual/ESL department leadership and staff resources, such as software, computers, libraries, audio visual, libraries, and other materials to support the transformation strategies.
- Apply and use existing campus resources, such as instructional hardware and software, to support transformation.
- Improve the existing campus planning times for content area teams that establish curriculum alignment and data-driven decisions to be more effective and widespread.
- Expand community outreach and enhance current relationships with local community partners, such as businesses and the Juvenile Justice Department, to increase access to services for students.
- Enhance relationships with local colleges and universities, such as Texas A&M International University, Laredo Community College to increase dual-enrollment, transition to college programs, and other joint initiatives and planning.

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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 district has established a strong working relationship with school leadership teams to develop a stronger partnership and provide teachers professional development opportunities to enhance content knowledge, support the improvement of teachers' content knowledge and instructional expertise, place stronger emphasis on improving academic teachers' abilities to increase at-risk student performance in all academic areas, provide rigorous and engaging professional development program that redesigns structural and collaborative practices for teachers, develop the skills and knowledge of school leaders in the area of instruction, and provide models of excellence in coaching teachers in instructional delivery to improve their knowledge and expertise. The transformation strategies needed to address the comprehensive needs assessment performed by the district and campus along with the estimated budget provides a cost per student estimate for the entirety of the three year grant period as part of this application. The Transformation Model services identified in the comprehensive needs assessment are as follows:

- 1) Instructional Knowledge, Planning and the use of Extended Learning Time
- 2) Instructional Delivery of Content and Common Planning
- 3) Differentiated Instruction Identified by Individual Student Need by providing effective use of supplemental resources.
- 4) Classroom Management and Procedures
- 5) Assistive Technology Usage and Technology Integration
- 6) Academic Enrichment Activities that promote active on-going student engagement
- 7) Professional Development
- 8) Parental and Community Involvement

Furthermore, a key practice in continuous school improvement will include a system of support where effective team planning, data-driven decision-making, evaluation, and analysis of programs will highlight and impact an individualized graduation plan (IGP) that encompasses a cross-discipline mixture of academic and elective courses designed to empower all students to take responsibility for their personal and educational development early in life. An immediate evaluation of the Transformation Model and goal setting will address:

- An increase in the student's academic performance and preparation for middle school, high school or college;
- An increase in the grade level completion rates by addressing the academic performance of students;
- An increase in students' and their families' knowledge of school improvement and school choice options, preparation, and services;
- An expectation to improve the counselor's knowledge and outreach competencies;
- An intensive outreach in response to student intervention by teachers, counselors, administrators, and parents for students in need of additional services and accommodations;
- A sustainable long-term Transformation Model that will support partnerships between teachers, students and parents; and
- Administrators, teachers and counselors will work closely with students and parents regarding prescriptive tutorials for students struggling academically while helping the students in issues regarding their psychological, emotional, and social development through structured intervention strategies.

Currently, Laredo ISD has structured the curriculum and instruction department to support school improvement effort. Each vertical team of schools is served directly by the curriculum and instruction department that ensures that the campus has the support and assistance needed to build capacity and ensure that the grant funds are used to implement, full and effectively, the required activities of the Tier 3 transformation model. The Executive Director for Curriculum and Instruction will be the individual that provides assurance that financial assistance under the grant program will supplement and not supplant, the amount of any state and local funding sources allocated to the campus. This individual will also Sheppard the campus in its analysis of its needs, ensure that its CNA process results in the delineation of priorities, and that the delineation of priorities is transformed into operative goals and objectives which mirror a deep and lasting reform of all components at L. G. Cigarroa High School. The Executive Director of Curriculum and Instruction will be the individual person at the district level for support, encouragement, resources, redirection, and inspiration for deep-seated reform. The Executive Director will work very closely with the school leadership team, and the instructional leadership team to develop and increase teacher and school leader effectiveness as well as help inspire staff and model high expectations for student achievement, professional practices, research-based best practices strategies, and vertical alignment of curriculum from grade level to grade level. In addition, this individual is an expert in collaboration, instructional management, and use of data to drive all campus decisions, job-embedded professional development, differentiated instruction, and focused school reform.

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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.

Laredo ISD has the capacity to sustain the campus reform efforts after the grant funding period ends. In order to do so, the district will align district funding and initiatives to support the campus initiatives. Program funds will supplement and not supplant state mandates, SBOE rules or activities previously conducted with state and local funds.

State Compensatory, Title I, and Local Funds will be used in conjunction with this program to maximize the use of funds through fund coordination and resources in order to ensure cost effectiveness. The district central office administration will identify how other resources (federal, state, local, and private) will be utilized to coordinate services to support and sustain the school improvement. Coordination of federal, state, and private funds will be ensured during the grant negotiation process. Funds will be used to supplement not supplant current services and increase the level of services provided. Funds will be used to enhance teacher content knowledge, instructional content and instructional delivery methods. The funds will be expended on Transformation Model strategies to support the improvement of teacher classroom preparedness, instructional delivery and content competency, improve high school graduation rates, improve at-risk student academic achievement on State assessments, improve student attendance rates, and student postsecondary readiness as per the Texas High School Completion and Success Initiative. The program also addresses the provisions in the district's P-16 strategic plan

In regards to funding, Laredo ISD notes:

- Nearly \$17,000,000.00 in Title I Regular funding and \$20,000,000.00 in State Compensatory funds being generated annually, the district has a strong foundation for supporting campuses and their initiatives.
- Laredo ISD's current tax collection rate is 98% and the average ADA stands at 96%, indicating financial stability.
- Even though Laredo ISD as a district, like those across Texas, uses a range of funding sources to support its initiatives, most of the District's categorical funds are distributed to the campuses that generate the funds on a per pupil allocation. Campuses that have local, state, and federal funding sources control and appropriate the funds to their individual campus needs as they are prioritized in their annual CNA process.
- The campus will have the funds and/or the district will appropriate the funds necessary to carry out the planned activities, and at the end of the grant period, initiatives, activities, and strategies that have shown success in increasing on-grade-level assessment results, increased graduation rates, and decreasing drop-out rates will continue to be funded.
- The program will sustain strategies beyond the grant program by providing a seamless professional development environment for teachers by implementing a comprehensive program whereby advanced technological tools are applied and integrated into the planning and development of the curriculum, thus improving teaching strategies and student State assessment results by 10% in all academic areas.
- The district will also hold inclusion workshops whereby teachers will share what they have learned through the program by providing additional professional development opportunities to non participants and new teachers. Laredo ISD is committed to continue to collaborate with community partners and providing continued additional professional development and instructional services beyond the grant program in order to continue to provide opportunities to achieve program objectives and district goals.

Many of our district initiatives already exist that provide funds for additional course offerings, lower class sizes, and significantly impact many of the CSF's fundamentally imbedded in this grant initiative. These efforts will continue beyond the grant funding period because Laredo ISD bases its initiatives and decisions on research-based scientifically relevant data. For Example: 1) Curriculum alignment, both vertical and horizontal, is systemized throughout the district using the Texas Regional Collaborative CScope curriculum. Laredo ISD was one of many school districts that adopted the use of this standardized curriculum in math, science, ELA, and social studies. Campus currently use an on-going monitoring instrument when visiting classrooms, have conversations with teachers and staff about improvement and is tied to the District's Teacher Appraisal Instrument CScope based walk-through forms are an integral component of the software which enables campus instructional leaders to input data about classroom walk-throughs and visits into the system immediately and allows the observed teacher the opportunity to provide immediate feedback, respond to questions, and request further assistance and/or clarification. 2) Rigorous professional development initiatives contributes significantly **increasing teacher quality**. 3) **Instructional Leadership Teams** continually remain involved in on-going job embedded professional development activities and increased learning of resources/data utilization strategies. 4) Laredo ISD uses **quality data that drives instruction** as evidenced by its use of benchmark testing. 5) Currently, all campuses have opportunities for **increased learning time** with the use of after school tutorials, Saturday academies, and other instructional calendar modifications. 6) **Improving school climate** and **increasing parent/community** involvement are annual goals in each CNA and Campus Improvement Plan.

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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.

Laredo ISD will recruit external providers primarily to provide professional development to all campus administration, instructional staff, and non-instructional staff. The screening process will be decided upon based on our local procurement procedures regarding contracted services as the district requires all providers of services and products to either respond to an RFP, RFQ, or appear on the states approved vendor list. The selection of external providers will be determined based on the campus comprehensive needs assessment. Laredo Independent School District will work with **Regional Education Service (Region XIII)** School Improvement Resource Center, as a state approved vendor that has already met the criteria of rigor, research-based, and quality demanded by the grant's specifications, **Regional Education Service (Region 1)**, and Southern Regional Education Board and its effort-based school improvement frameworks, *High Schools That Work (HSTW)* and *Making Middle Grades Work (MMGW)*, can support your school in achieving the goals of the **Texas Title I Priority Schools (TTIPS)** grant that offer a menu of support offerings. Our Regional Educational Service Centers will provide necessary staff development on an as needed basis using the recommended campus comprehensive needs assessment results. In addition, the funding sources available will provide **Supplementary Education Services (SES)** for students identified in need of additional remediation, acceleration and tutoring. Other service providers may be selected as-needed to serve our students, teachers, and parents depending on the types of services needed to support the transformation model implementation. Additional services could include, but not be limited to social and health services, family services, student support services and/or students with disabilities services. Vendor's that are already on the District's annual vendor listing for services and/or resources will also have to be screened by the district for quality, research-based best practices.

New or proposed vendors will be screened based on the following criteria as appropriate to the service/product:

- 1) Ensuring the product/service is research-based;
- 2) Ensure that the product/service is vertically and horizontally aligned to next grade level and state/local standards;
- 3) Include in the product/service on-going, job embedded professional development;
- 4) Ensure that age appropriate technology is embedded to the students' daily educational experiences and lives;
- 5) Ensure product/service is aligned to district curriculum (CScope), advanced Placement, Dual enrollment, and other district initiatives;
- 6) Provides formative, interim, and progress monitoring assessment components contained within product/service, as relevant;
- 7) Provides intensive technical assistance and related customer support that is built-in components of product/service;
- 8) Provides unique and specific needs to specific subpopulations that address levels that are highly visible and effective; and
- 9) Have provision for appropriate social-emotional and community oriented services and supports for students.

As with all purchasing processes, external product/service providers will be processed as per our Procurement Department and in compliance with Laredo ISD school board policy as well as all state and federal guidelines. Memorandums of understanding will be reviewed by Laredo ISD Legal counsel and recommended by administration for approval of the Board of Trustees. No purchase of goods/services will occur outside the grant specifications and the Laredo ISD's policies and procedures. The grant funds will be only expended in compliance with all pertinent local, state, and federal guidelines. The Executive Director for Curriculum and Instruction will facilitate these processes and with campuses entrusted to his/her care. The district will waive procedures, such as annual bidding processes for external providers, instructional materials, and/or consultants, so that more than one bid occurs within a year's time span. This will facilitate the campuses' engagement of vendors and providers and will greatly reduce time and effort moving through the organizational structure for receipt of goods and services. Vendors will be recruited using a variety of methods: District website, Instructional television (Channel 18) newspaper, radio, and word of mouth regarding successful vendors in providing laser-like precision services to schools in need of reform. External providers will ultimately be evaluated against certain criteria of research-based, highly successful services to the campuses and district.

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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 Laredo ISD in continued support of the campuses intervention model may consider site visits to other campus that have successfully implemented the Tier III transformation model or other initiatives that have resulted in higher students academic achievement, extraordinary success with on-grade level instruction (as reflected by state assessment commended scores) and high levels of success with ELL and Sp.Ed. assessment results. Sites will be selected by the campus and the Executive Director for Curriculum and Instruction based on the following criteria:

- 1) Percentage of Commended state assessment scores by grade level, content area, and student demographics;
- 2) Historical review of increase in percentage commended TAKS scores by grade level, content area, and student demographics over the past three years;
- 3) Reduction of the gap between state assessment scores of Sp.Ed. and ELL and regular students over a 2-3 year period;
- 4) Reduction of the gap between commended state assessment scores of Sp.Ed. and ELL's and regular students over a 2-3 year period;
- 5) Increases in graduation rates over the past 3 years; and/or
- 6) Reduction in drop-out rates over the past 3 years.

In addition, the locations will be decided upon based on the comparable comparison reports provided by the Texas Education Agency and sites will be selected based on evidence that the school operates under the 7 Critical Success Factors enumerated in the grant guidelines. This report allows Laredo ISD to examine campuses with similar characteristics to be considered for site visitations. When conducting site visits the school leadership teams will examine several factors that include:

- A review of comprehensive instructional reform strategies the campus adopted that are research-based;
- Identification of instructional strategies that are research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Continuous use of student data (such as District Benchmark formative assessments, interim assessments, and summative assessments) to inform and differentiate instructional strategies to meet the academic needs of individual students;
- Review of community-oriented schools that include extended day, Saturday and summer enrichment programs that allow time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
- A review of class schedules and strategies that provide increased learning time;
- Review and observation of ongoing activities for family and community engagement;
- Review of operational flexibility and sustained support for implementing strategies;
- Review to determine if there is sufficient financial support for full implementation;
- Review of technical assistance and related support from the District, ESC's, Texas Education Agency and Professional Development providers that provide ongoing intensive technical assistance in implementation strategies;
- Review of compensation programs that attract and retain staff with the skills necessary to meet the needs of the students attending;
- Review of performance measures for evaluation of instructional practices resulting from professional development to determine staff member commitment to implementation and the level of buy-in for impacting student success;
- Review of implementation of a school wide "Response-to-Intervention" model;
- Review of support and professional development to teachers and principals in order to evaluate 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;
- Review uses and integrated technology-based support and intervention as part of the instructional program; and
- Review the establishment of early-warning systems that identify students who may be at risk of failing, dropping-out or graduating; and
- Review the organizational culture and how it has improved school climate and discipline, such as implementing a system of positive behavioral supports and taking proactive steps to eliminate bullying and student harassment.

Additional criteria may be reviewed and identified by school leadership teams and approved by the Executive Director for Curriculum and Instruction and will provide the framework for all expected outcomes of each visit. Improved ability to implement transformation interventions related to the criteria listed above will be one of the main results expected from each visit.

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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'

Not Applicable.

The Laredo Independent School District does not have any Tier I eligible campuses.

All 5 Laredo ISD Tier III campuses are submitting grant applications

The only identified Tier II Middle School campus will be submitting an application.

Laredo ISD has the capacity to serve each campus applying for grant funding and is fully committed to serving each campus awarded a NOGA.

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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.)

- | | |
|---|---|
| <input type="checkbox"/> Transformation (Full Implementation) | <input checked="" type="checkbox"/> Tier III Transformation |
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Texas Early College High School (ECHS) |
| <input type="checkbox"/> Restart | <input type="checkbox"/> Texas Science, Technology, Engineering and Math (T-STEM) |
| <input type="checkbox"/> Closure | <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).

Laredo ISD will implement the Tier III Transformation Model that aligns to our district and campus needs. This Model provides the district and campus the flexibility to implement a solid intervention strategy that is based on the CNA as it pertains to school improvement strategies. The Tier III Transformation Model was decided upon after the districts initial meeting and based on the campus CNA findings. A delineated timeline for the Tier III Transformation Model Planning and Design is as follows:

1. A comprehensive meeting with School Leadership to explain the purpose of the Texas Title I Priority Schools Program (April 2011);
2. Meeting with School Leadership to develop the campus comprehensive needs assessment (April 2011);
3. Begin development of comprehensive needs assessment (April 2011);
4. Begin grant application development in order to meet TEA submission deadline (May 2011);
5. Meet with School Leadership Team to work on grant application based on CNA and selected intervention model (May 2011); and
6. Finalize grant application for submission (May 2011).

The delineated timeline for the Tier III Transformation Model and steps that the district and has chosen to implement are as follows:

7. Begin implementation of selected intervention model (June 2011 – August 2011);
8. Begin Implementation of Tier III Transformation Model (September 2011):
 - Campus Principal summative evaluation;
 - Implement instructional strategies that are research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
 - Establishment of schedules and strategies that provide increased learning time;
9. Begin use of student data (such as District Benchmark formative assessments, interim assessments, and summative assessments) to inform and differentiate instructional strategies to meet the academic needs of individual students (October 2011);
10. Begin establishing and/or creating community-oriented and ongoing activities for family and community engagement (October 2011);
11. Establishment of planned operational flexibility and sustained support (October 2011);
12. Ensure that L. G. Cigarroa High School receives ongoing, intensive technical assistance and related support from the District, Region 1, Texas Education Agency and Professional Development providers (October 2011 – June 2014);
13. Review of the identified the Critical Success Factor (s) including all campus activities, and supporting research that indicates the activities will be effective (October 2011 – June 2014);
14. Begin Academic Performance reviews, including (but not limited to) Reading/ELA and Math benchmarks (November 2011);
15. Begin enhanced data-driven instruction based on district approved instructional model (September 2011);
16. Continue with curriculum alignment (both horizontal and vertical) and instructional strategies for increased learning times (September 2011);
17. On-going monitoring of instruction, lesson plans, technology integration, and academic enrichment (October 2011 – May 2014);
18. Increase use of quality data to drive instruction using local assessment data and State assessment results (November 2011 – May 2014);
19. Provide professional development workshop on data disaggregation and training using data-driven decision models (November 2011 – May 2014);
20. Continued on-going communication with all stakeholders (April 2011 – June 2014);
21. Increase leadership effectiveness through on-going job embedded professional development (August 2011 – May 2014);
22. Ensure operational flexibility plan is being implemented and utilized as identified in the campus comprehensive needs assessment (September 2011 – May 2014);
23. Increase parent/community involvement for input, effective communication, activities and accessible community services (September 2011 – May 2014);
24. Improve school climate through increased student attendance, decreased discipline referrals, and increased student involvement in extra/co-curricular activities (September 2011 – May 2014);
25. Increase teacher quality through locally developed appraisals, on-going professional development, and recruitment/retention strategies (August 2011 – June 2014);
26. Plan and Implement extended learning - after school programs, Saturdays and Summer Enrichment (September 2011 – May 2014).

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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).

L. G. Cigarroa High School will implement the TEA designed Tier III Transformation model to achieve a focused and integrated school-wide improvement program. Planning has been extensive, ongoing, and inclusive of all stakeholders. Based on steps that the district has previously described the following transformation project objectives will be incorporated in implementing the program as follows:

1. **Partner with SIRC and others to obtain all necessary, intensive technical assistance and support to carry out the transformation process.** Throughout the process of transformation, SIRC will be the preferred provider of technical assistance, training, and support. L. G. Cigarroa High School will fully implement and facilitate the SIRC Campus Snapshots, webinars, online trainings, and all other professional development activities designed to increase efficiency and monitoring at the campus, including summer trainings and conferences. L. G. Cigarroa High School is eager to work with the SIRC and other high quality providers as part of a strategy of continual program monitoring, job-embedded professional development, targeted professional development, and improvement during and beyond the grant cycle. **Process for selecting objective:** L. G. Cigarroa High School recognizes the need for support in implementing data-driven instruction and improvement after completing the CNA. SIRC is a preferred provider as per state recommendation.
2. **Increase and enhance teacher and staff knowledge and skills by providing job-embedded professional development.** All campus staff will be required to attend staff development workshops that address areas that focus on the following areas: A) Building and strengthening content knowledge that follows TEA's best practices in all core areas. Additionally, teachers will participate in AP training and/or advanced career training for their core content areas that will provide a foundation of high expectation to prepare students for a higher education, increase teachers' content knowledge, enhance the academic rigor of regular and AP courses and provide an adequate pool of qualified cohort of teachers they are AP certified in order to increase the number of AP courses offered at the campus. All staff will take part in the overall implementation including the AP standard national writing project that aims for enhancement of literacy skills through implementing writing in all content areas. B) Every teacher will receive training in identifying and addressing needs of our ELL and Sp.Ed. learning styles in order to differentiate instruction to meet individual student need. C) RtI training for supporting differentiated instruction, student-centered learning and motivational strategy. **Process for selecting objective:** The CNA revealed a need to improve professional development and instructional delivery methods based on surveys, interviews, and college readiness indicators, gaps among LEP, Sp.Ed., and regular students along with other measures.
3. **Identify and reward individuals who contribute to student academic achievement; remediate and remove those who do not.** When a teacher is rated effective under the enhanced teacher appraisal system they will be eligible for yearly stipends throughout the term of the grant in the amount of \$2,500.00/year. A teacher who is rated ineffective or somewhat effective will receive additional support by the academic deans in their content area and the master teacher in creating an individual improvement plan based on the appraisal and needs observed; increases in the number of observations performed and monitoring, as well as support from a highly qualified teacher mentor to ensure improvement. If the teacher is rated ineffective one year or somewhat effective two years in a row will be formally documented on their PDAS as a teacher in need of improvement; without any improvement the teacher then would be subject to non-renewal. Recruitment will be aligned to district initiatives and through communication by creating a brochure that will be sent to the Texas A&M International University College of Education and Laredo Community College highlighting the benefits of working at L. G. Cigarroa High School. **Process for selecting objective:** the school leadership team determined that to be effective applying best practices these measures needed to be considered for overall improvement of academic performance, leadership effectiveness, improving school climate and increasing teacher quality. The existing appraisal systems are insufficient to create incentives for much needed improvement to effect adequate transformation. This enhanced appraisal will also improve recruitment strategies, retention, and hiring that is recognized by the school leadership team as an important aspect to improve teacher leaders.
4. **Create formal structures of decision making and best practices.** The school leadership team has been formed, including instructional deans, guidance and counseling, student services, principal, assistant principal, teachers, staff, students, parents, and community members. The school leadership team is responsible for the transformation. The principal will be responsible for overseeing the implementation, ensuring that communication between all stakeholders is carried out, serving as data liaison between teachers and the team members, collecting and analyzing data, and providing sustained feedback and analysis of the implementation. The department directors will lead each instructional content area, with teachers grouped into content-specific teams, each led by a team leader. The school leadership team will be organized to include parents and community members, the Superintendent's student advisory board representatives from each respective school will also ensure continuous feedback from parents, community members, and peers. **Process for selecting objective:** The need for continuous communication and feedback was apparent at all levels throughout the CNA Process. Input from administration, deans, teachers, staff, parents, students, and community members, district directors, and school board were considered in creating this organizational structure. Based on improving school performance and climate in the last three years, LEA and campus recommendations were for the principal to remain at the campus.

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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).

5. Engage teachers in Professional Learning Communities to collaboratively conduct action-research aimed student outcomes.

The school leadership team will oversee the creation of the professional learning communities as part of the teacher professional development and as a component of the enhanced appraisal system that is designed to conduct action-based research which will address the root needs of students and the campus thus allowing teachers to use data to predict and prevent potential issues arising where RtI can be applied. The action-research will be carried out by the school leadership team along with the professional learning communities that will 1) identify critical needs in areas related to the campus transformation goals and the CNA in order to develop an improvement plan; 2) implementation for improvement based on the plan of action; 3) review, observe and document the effects of the plan; and 4) improve on and share the results with all stakeholders applying best practices and disseminate among teachers and staff. **Process for selecting objective:** By coordinated efforts working within the SIRC assigned to the campus in conjunction with the school leadership team will develop the model for transformation and provide assistant to the creation of the professional learning communities; the campus also decided to apply this process based on the evidence TEA provided on their best practices website.

6. Development of a campus-wide Response-to-intervention that focus on academics, behavior, and extended learning. The school leadership team will oversee the implementation of the Response-to-Intervention that will increase student learning time and offers several options to interventions that address and prevent issues for at-risk and low performing students. All students will benefit from the following: 1) core curriculum that includes increased academic rigor and instructional differentiation; 2) extended periods; 3) student-centered instructional strategies; 4) enhanced support mechanisms; 5) summer transition academies; 6) behavioral intervention that includes an emphasis on decreasing truancy and tardiness; 7) closed campuses and reinforcing student code of conduct, increased security and disciplinary procedures; 8) monitoring and feedback. **Process for selecting objective:** The district adopted the transformation model that will significantly revise the existing programs by the use of educational thematic units that include, but are not limited to: (a) Integration of different educational subject areas that present data combined with research-based knowledge and skills acquisition. (b) Implement a total support system for each student through campus leadership and supplemental courses combined with aggressive targeted interventions to specific identified areas of diverse need of the individual student. (c) Intensive prescriptive tutoring and intervention strategies will be implemented to ensure student progress by monitoring the areas of individual needs and based on individual education plans (IEP) and individual graduation plans (IGP). (d). Ultimately, affording students the maximum opportunity to attain the fundamental knowledge and skills to achieve a total well rounded education.

7. Establish a principal and teacher evaluation system that includes student growth and professional performance. Laredo ISD fully implements the state's Professional Development and Appraisal System (PDAS) as the approved instrument for teacher and administrator assessment. The Executive Director for Curriculum and Instruction along with the school leadership team will continually work cohesively with teachers to implement an enhanced appraisal system that focuses on apply several critical success factor milestones Instructional Quality, Character Education, Accountability Measures, Research Based Evidence, Excellence in Instructional Delivery that is aligned to the PDAS criteria and domains and inform and drive the yearly district mandated evaluation. 1) **School Climate:** The school leadership team has placed emphasis on reducing discipline referrals, decreasing truancy, and increasing student attendance; Teacher and principal evaluation will be based on 2) **Instructional Quality:** multiple, on-going observations focused on best practices and differentiation; 3) **Character Education:** contributions to the school climate and environment with enhanced community and parental outreach; 4) **Accountability Measures:** a value-added measure of student performance based on state assessments, as well as state and campus-developed formative benchmarks and end of course assessments; 5) **Research Based Evidence:** A portfolio consisting of lesson plans, data analysis, logs indicating professional development activities, and collaboration and participation in Professional Learning communities applying best practices; and 6) **Excellence in Instructional Delivery:** Applying teacher self-inventories and development strategies for plans of action that are aligned with research based best practices will enhance instructional quality. The results will include an annual rating of ineffective, somewhat effective, or effective. 7) **Leadership Effectiveness:** evaluation on the amount of job-embedded professional development activities have taken place, resource and data utilization for prescriptive RtI, and Operational flexibility. **Process for selecting objective:** Recent research indicates that consulting multiple measures of teacher quality provides a solid snapshot of teacher improvement. After reviewing and consulting with teachers and administrators, the CNA indicated that PDAS is not an efficient measure of teacher quality. The school leadership team met with teachers, researched, and corresponded with the Executive Director of Curriculum and Instruction in developing their enhanced teacher appraisal system

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 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	Teachers
2	Campus Principal
3	School Leadership Team (Principal, Asst. Principals, Deans, Department Directors, Counselors, Etc.)
4	Support Staff (Instructional Assistants, Office Staff, Etc.)
5	Students
6	Parents
7	Board of Trustees
8	Business Community
9	Community agencies serving the campus
10	Executive Director for Curriculum and Instruction and Superintendent

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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
Example: Screen existing staff using district determined competencies to determine which staff will be replaced due to lack of student performance.	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
Improve leadership Effectiveness – Review of Possible Principal Replacement for School Improvement; Criteria Based Assessment – Intervention Used - was Principal at Campus Prior to the 2008-2009 School Year? Has the Student Academic Achievement Increased for the last three years?	June 1, 2011	August 1, 2011	3TR-1	1A, 1C; 2B; 3A, 3B, 3C; 4C; 5A, 5B; 6B
Improve Academic Performance – Curriculum Alignment to Improve Student Achievement in Reading/ELA, Mathematics, Science, Social Studies by 10% in each content area	August 2011	August 2011	3TR-2	1A, 1B, 1C
Improve Academic Performance – Rtl – Prescriptive remediation, reinforcement, acceleration, intensive tutoring, and enrichment activities	November 2011 November 2012 November 2013	June 2012 June 2013 June 2013	3TR-3	1A, 1B, 1C; 3B, 3C, 4A
Improve Academic Performance – Rtl – Increased access to computer programs for acceleration	November 2011 November 2012 November 2013	June 2012 June 2013 June 2013	3TR-3	1A, 1B; 4A, 4B
Improve Academic Performance – District wide vertical alignment of curriculum guide including pre and post unit assessment and benchmark assessments	November 2011	June 2014	3TR-3	1A, 1B; 2B; 3C
Improve Academic Performance – Rtl – All Instructional Staff will take part in National Writing Initiative training	January 2012 January 2013 January 2014	June 2012 June 2013 June 2014	3TR-3	1B; 7B
Improve Academic Performance – Rtl – Students shall receive enhanced support and instruction in college and career readiness, accountability, and character development	August 2011	June 2014	3TR-3	1A, 1B; 3B; 4A, 4B; 6A
Improve Academic Performance – Rtl – Professional Development for campus staff on creating high expectations for all students and staff training on rigorous education methods.	August 2011	June 2014	3TR-3	1B; 1C; 7B
Improve Academic Performance – Rtl – Vocabulary development enrichment in Reading and Math, study skills, and college preparation.	November 2011 November 2012 November 2013	June 2012 June 2013 June 2014	3TR-3	1A, 1B; 3B; 4A, 4B; 6A
Increase Teacher Quality – Work collaboratively with school leadership team and campus staff to enhance curriculum based on training measured through classroom observation	August 2011 August 2012	June 2012 June 2014	3TR-3	2A, 2B, 2C, 7A, 7B

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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 Requiremen t Number	CSF/Mile stone Code
Improve Academic Performance – Rtl – Provide credit recovery and instruction through quality data. Non-traditional HS will provide credit recovery as well as campus-based PLATO Labs.	November 2011	June 2014	3TR-3	1B; 2B; 2C; 3B
Increase the Use of Quality Data to Drive Instruction – Use of accountability measures to instill accountability in students through active participation and communication of GPA and state assessment, benchmark results	January 2012 January 2013 January 2014	April 2012 April 2013 April 2014	3TR-3	2A, 2B, 2C
Increase the Use of Quality Data to Drive Instruction – Rtl – use data for monitoring at-risk students and organizing community services to support student achievement	January 2012 January 2013 January 2014	April 2012 April 2013 April 2014	3TR-3	1A; 2A, 2B, 2C
Increase the Use of Quality Data to Drive Instruction – Purchase of DMAC integrated data system and Parental Portal provides tracking, early warning, and unified data analysis	August 2011	September 2011	3TR-3	1A, 1C; 2A, 2B, 2C; 3C
Increase the Use of Quality Data to Drive Instruction – Comply with and Facilitate the SIRC campus snapshot data analysis to develop growth goals	August 2011 August 2012 August 2013	October 2011 October 2012 October 2013	3TR-3	2A, 2C
Increase the Use of Quality Data to Drive Instruction – Establish record keeping system to analyze data (collectively and longitudinally) to track student and campus academic indicators	August 2011	September 2011	3TR-3	2A, 2C
Increasing the Use of Quality Data to Drive Instruction – Professional Development for teachers on data disaggregation and data driven decision making	November 2011	June 2014	3TR-3	1A, 1C; 2A, 2C
Increase Use of Data of Quality of Data to Drive Instruction – Build data capacity to bridge technological gaps within their strands collaborative planning time, and analyze and use formative, benchmark, and summative assessment data to improve effectiveness of teaching strategies.	August 2011	June 2014	3TR-3	1A, 1C; 2A, 2C
Increase Leadership Effectiveness – The school leadership team meet twice a month with agendas and minutes maintained in an available file by the principal. The Executive Director for Curriculum and Instruction or district Shephard will attend when available.	August 2011	June 2014	3TR-3	3A, 3B, 3C
Increase Leadership Effectiveness – Superintendent’s Student Advisory Council: representative from each demographic group that provides a feedback mechanism for student input	9/ 2011 9/2012 9/2013	April 2012 April 2013 April 2014	3TR-3	3A, 3B, 3C; 6C
Increase Learning Time – Afterschool tutorials (2 days a week) extending the instructional day by 45 minutes and Saturday tutorials for 3 hrs. that provides for differentiated instruction and student-centered learning	November 2011	May 2012	3TR-4	1B; 4A, 4B, 4C; 6A, 6B
Increase Learning Time – Rtl – Additional Planning period from 4:00 – 5:00 (2 times each six weeks) that provides collaborative planning for intervention and relationship building with teachers	November 2011 November 2012 November 2013	May 2012 May 2013 May 2014	3TR-4	1B; 4A, 4B, 4C; 6A, 6B
Increase Learning Time – Rtl – other activities, research regarding extended day and additional planning for instructional activities	January 2012 January 2013 January 2014	May 2012 May 2013 May 2014	3TR-4	1B; 4A, 4B, 4C; 6A, 6B
Increase Learning Time – Other activities including educational trips designed to engage students in Science and Math – Trips will include the King Ranch, Johnson Space Center, Science Museum, Natural Bridge Caverns, etc.	November 2011	June 2014	3TR-9	1A, 1B; 3B; 6A, 6B; 7B

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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/Milestone Code
Increase Instructional Time – RTI – Intensive Prescriptive Tutorials and summer academies	January 2012 January 2013 January 2014	June 2012 June 2013 June 2014	3TR-4	1B; 4A, 4B, 4C, 6A, 6B
Improve Academic Performance – Acquiring laptops for student usage, I-pads for technology pilot program, projectors, desktop computers, Computer-on-wheels and additional technology to integrate technology into instruction	October 2011	May 2014	3TR-2	1A, 1B, 1C, 4A, 4B, 4C
Increase Parent/Community Involvement - Creation of a Parent/Community Team , chaired by the Parental Involvement Coordinator (a current FTE, and consisting of 2 teachers, 4 parents, and 4 students, the community in schools representative, local probation officer, truancy officer and the students services staff	November 2011	December 2011	3TR-5	2B, 2C; 3B, 3C, 4A; 5A, 5B, 5C, 6A, 6B
Increase Parent/Community Involvement – Provide extended hours of operations for the 3 Parent/Community Centers	November 2011 November 2012 November 2013	May 2012 May 2013 May 2014	3TR-5	5A, 5B, 5C
Increase Parent/Community Involvement – Parent surveys to gauge interest and need (These must be administered)	December 2011 December 2012 December 2013	January 2012 January 2013 January 2014	3TR-5	5A, 5B, 5C
Increase Parent/Community Involvement – Annual Fall Parent Conference, Workshops, Guest Speakers, Health Fairs, classes for parents and students, Job Fairs, College Recruitment	November 2011	June 2014	3TR-5	5A, 5B, 5C
Increase Parent/Community Involvement – Monitoring at-risk students and organizing community services to support them, use of school leadership team, attendance staff, truancy officers	November 2011 November 2012 November 2013	May 2012 May 2013 May 2014	3TR-5	5A, 5B, 5C
Improve School Climate – Closed Campuses are already implemented. However, increasing security and the effectiveness of disciplinary procedures, instituting and reinforcing the student code of conduct, Training on In-School Suspension and Behavior for ISS teachers and Security Guards	August 2011	August 2011	3TR-9	6A, 6B, 6C; 7B
Improve School Climate – Establishment of a Positive Behavioral Intervention System (PBIS), including an emphasis on decreasing truancy and tardiness that directly correlates to increased instructional time	August 2011	August 2011	3TR-9	1C; 2B; 3B; 4A, 4B; 5A; 6A, 6B, 6C
Increase Learning Time – Summer Orientation to help students transition from middle to high school; on first year to transition into transformation model	May 2012 May 2013 May 2014	June 2012 June 2013 June 2014	3TR-4	1A, 1B, 1C; 2A, 2B, 2C; 3B, 3C, 4A, 4B; 5A; 6A, 6B, 6C; 7B
Increase Teacher Quality – Implementation of the Enhanced Appraisal System developed through teachers/principal input that include Instruction (Observations on best practices and differentiation); Character (contributions to school environment and Parental/Community Outreach); Accountability (based on student performance on state assessments and benchmark assessments); Research (consisting of best practices including lesson plans, data analysis, professional development logs, collaboration, and professional learning communities); Excellence (Teacher self-inventory and development plans aligned with research)	March 2011 March 2012 March 2013	June 2012 June 2013 June 2014	3TR-6; 3TR-8	1A, 1B, 1C; 2A, 2B, 2C; 3A; 7A, 7B, 7C

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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
Increase Teacher Quality - Implementation of the Enhanced Appraisal System Incentives (teachers rated highly effective will be eligible for yearly stipend throughout the term of the grant in the amount of \$2,500.00/year); Identify and remove individuals that have had ample opportunity to improve their professional practices. Principal and Teacher input will be reflected and award will be agreed upon in writing.	March 2012 March 2013 March 2014	April 2012 April 2013 April 2014	3TR-6; 3TR-8	1A, 1B, 1C; 2A, 2B, 2C; 7A, 7B, 7C
Increase Teacher Quality - Implementation of the Enhanced Appraisal System designed and developed with teacher and principal involvement	March 2012	April 2012	3TR-6; 3TR-8	1A, 1B, 1C; 2A, 2B, 2C; 7A, 7B, 7C
Increase Teacher Quality - Training in year 1 for all grant evaluators to ensure effective appraisal techniques and fidelity in observation	November 2011	April 2012	3TR-7	7C
Increase Teacher Quality - Creation of Recruitment brochures for recruiting highly qualified staff	November 2011	March 2012	3TR-7; 3TR-8	7C
Increase Teacher Quality - Provide extended day training for all teachers. Ex. Rachel's Challenge (PBIS), Math Models, ELA writing strategies, End of Course Exams, Kagan Structures, and Technology Integration.	September 2011 September 2012 September 2013	June 2012 June 2013 June 2014	3TR-7; 3TR-8	3A, 3B; 7B, 7C
Increase Teacher Quality - ELL instruction Training for all teachers. Ex. ELL RtI strategies, SIOP, and Vocational training.	November 2011	December 2012	3TR-7	7B
Increase Teacher Quality - Training on the use of CScope, PD 360 and AP training for content teachers, Sp. Ed. Trainings, student motivation trainings, student centered learning trainings, and differentiated instruction trainings	August 2011	December 2012	3TR-7	1A, 1B; 2B; 3C; 7A, 7B, 7C
Increase Teacher Quality - All instructional staff will take part in National Writing Initiative training	January 2012	August 2013	3TR-7	1A, 1B; 2B; 3C
Increase use of Quality Data to Drive Instruction and Increase Leadership Effectiveness - Provide extended day counseling centers for students (This will also increase learning time)	January 2012 January 2013 January 2014	May 2012 May 2013 May 2014	3TR-3; 3TR-9	2B, 2C; 3A, 3B, 3C
All Critical Success Factors Addressed - Campus site visits by SIRC and other service providers, and staff with successful implementations of above practices, including but not limited to ELL, Sp. Ed. And targeted areas for improvement	September 2011	June 2014	3TR-1 - 3TR-9	1A, 1B, 1C; 2A, 2B, 2C; 3A, 3B, 3C; 4A, 4B, 4C; 5A, 5B, 5C; 6A, 6B, 6C; 7A, 7B, 7C
Increase Use of Quality Data to Drive Instruction - Provide online accounts to students to check with teachers regarding grades for consistency and a USB drive to maintain electronic records and data of personal performance	November 2011	October 2011	3TR-3	2A, 2B, 2C

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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

Laredo ISD and L. G. Cigarroa High School will implement a tiered process to provide continual monitoring and improvement, review fidelity to the curriculum plan and timeline, review student attendance and to provide support as needed. Meetings will include teachers, campus administrator/facilitator, teacher-aides, counselor, and support staff.

1) Implement structures and processes to solicit feedback and monitor the program progress on an on-going basis.

The **School Leadership Team** will have tiered responsibilities to provide clear channels for oversight, communication, and feedback including: **1) Facilitating communication and decision-making; 2) Monitoring progress in meeting transformation objectives; 3) Regularly inform the campuses, the superintendent and school board of progress toward transformation objectives; 4) Work closely with the principal to help the school carry out the programs key best practices; 5) work with district and school-level staff development coordinators to create a site-focused staff development plan that provides quality training through use of local, state and national meetings and resources; 6) Coordinate and facilitate campus leadership activities; 7) Coordinate frequent meetings of committees and teams; document attendance and minutes of meetings; 8) Coordinate the data collection process; 9) Integrate the program goals and key practices with other school improvement efforts and system wide strategic plans; and produce an annual report and other information as requested; 10) Provide continuous communication with the school leadership team, the superintendent and the school board of trustees at least once a year on progress toward transformation objectives; 11) Plan that provides quality training through a variety of resources and information gathered from local, state and national meetings; 12) Coordinate and facilitate campus leadership activities, meetings with committees and teams, document attendance and minutes of meetings; 13) Coordinate the data collection process while integrating the transformation goals and key best practices with other school improvement efforts and system wide strategic plans; 14) Provide an annual report and other information as requested; and 15) Administer the surveys to students, counselors, administrators, teachers, and parents/community served by the program.**

2) Identify and correct program deficiencies to ensure continual improvement.

The implementation of the integrated data system, along with professional development and other provider trainings on data utilization and disaggregation will increase rigor and detailed communication and decision making. Interim reports to TEA, and quarterly internal evaluations of campus progress will ensure that the transformations on track and, if needed correction is constantly improved. Interim district goals such as district recommendations will be the driving factor in the measuring progress for the quarterly internal evaluations and throughout the transformation process and implementation of the CSF's.

3)The School Leadership Team will coordinate the hosting of the technical assistance review during the grant period, participate in technical assistance follow-up activities, and hold the campus accountable for implementing campus transformation. Laredo ISD and L. G. Cigarroa High School will administer, collect, assess, analyze and report the data results. This data will be used to continually improve the program goals and objectives. The data will also allow for identification and corrective action (Rtl) necessary for continuous improvement of the program. Data will be collected in order to show the extent to which the program activities were implemented as planned to include process, product, and program outcomes. The evaluation instruments will consist of the state assessments scores, rosters, agendas, training evaluations, participation rates, number of hours of professional development and training student academic achievement indicators, CNA and the campus based STaR Chart results.

4) The District will provide oversight and support throughout the term of the grant regarding, accountability and compliance and will participate as part of the School Leadership Team monthly in the transformation meetings and review quarterly and end of year implementation reports.

4) The Campus will communicate and facilitate decision-making by ensuring continuous oversight and support by monitoring the effectiveness of the transformation and recommend modifications to strategies to increase efficiency; review all data related to student achievement, including formative, benchmark, and summative data, to recommend adjustments in the curriculum, scheduling, and interventions for students; Assess, plan, implement, and monitor effective practices via the teacher and principal evaluation system, the integrated behavior supports; and administer and implement the ongoing CNA with input from SIRC and other providers.

6) The Students, Parents and Community will be organized (**Community Team**), chaired by the Parental Involvement Coordinator (a current full-time employee), and also including 4 staff members (includes the campus parent liaison), 4 parents, the Community in Schools representative, attendance officer, at-risk coordinators, and teachers focused on at-risk groups. The will meet no less than two times a month for 1hr.. The meeting agendas and minutes will be kept, turned in monthly, and reviewed by the school leadership team. The Superintendent's Student Advisory Council that includes students from all secondary campuses and representing extra- and co-curricular organizations from all demographic groups and student leadership representatives. This group is chaired by the Superintendent of schools and will meet once a month to collect student feedback and ensure communication between school administration and students. The minutes for the meetings will be kept on file with the Superintendent that will communicate the results with the school leadership team.

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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

L. G. Cigarroa High School will utilize qualitative and quantitative formative evaluation data results to improve the grant program. At the district level, the formative evaluation as outlined in Schedule #4C part 3, will occur in short-intervals of 3-4 weeks and at the time of the quarterly reports to TEA that will focus on whether or not the proposed strategies are being implemented as planned. The school leadership team will review and provide feedback on campus and district reading/ELA, math, and science benchmark results and the instructional and professional development decisions made as a result of assessment data. The benchmarks will be used to assess implementation and academic achievement. Thus, the formative evaluation measures how effectively the campus is using the data and whether or not it is driving instructional decisions on a daily basis. Although leadership effectiveness may be more difficult to ascertain on a short-interval basis, disaggregation of data and the making of data-driven decisions are both job embedded leadership professional development activities. The resourcefulness in the allocation of time and funds to support areas of need are predicated upon the constant and consistent disaggregation of data. The school leadership team will be able to evaluate indicators as formative evaluation tools for leadership effectiveness and to determine the effectiveness of increases in learning time will be based on increase in the number of students participating in extension programs as well as indirectly via improvements in benchmark test results from administration to administration. The success of extended learning opportunities will be an indicator of the leadership's effectiveness and groupings and curriculum for these opportunities that reflect the quality of use of data to drive instructional objectives. The short-interval effectiveness of parent/community involvement increase and improvements in school climate will also be a topic of discussion every 3-4 weeks when the school leadership team meets with the campus to discuss progress toward goals. These discussion threads will result in decisions as whether or not the campus is on target or needs to strengthen each activity/initiative dedicated to these components. Additionally, although Laredo ISD's teaching force is currently 100% highly qualified as per federal guidelines, the CSF's of increasing teacher quality will be measured via the formative evaluation by items such as: walkthrough data collection, improvements in benchmark results, implementation of training on instructional strategies, use of technology, etc. in alignment with the on-going job embedded professional development in which all faculty are participating. Formative evaluation questions will include, but not limited to the following:

1) Are key staff members in place for the project to be successful?; 2) Are teachers participating in the proposed project, course work, seminars/trainings, and instructional trips?; 3) Are collaborative learning and dissemination strategies being implemented as described?; 4) Is a process in place for feedback from participants?; 5) Are lessons learned being incorporated in professional development activities?; 6) Is a process in place for dissemination of project materials?; 7) Are evaluation findings vertically and horizontally implemented as compared to other performance measures, program timeline, budget and modified transformational model goals and objectives?; 8) Is the quality, type, and degree of planning, implementation, and evaluation of project activities adequate to support transformation?; 9) Is the quality, type, and degree of collaboration with program partners adequate to support transformation?; 10) Is the quality, type, and degree of participatory involvement practiced by the principals, teachers, parents, and when appropriate students adequate enough to support transformation?; 11) Is the quality, type, and level of professional; development adequate to support transformation?; 12) Is the quality, type, and level of services actually provided to the targeted population adequate to support transformation?; 13) Is the quality and type of curriculum that is utilized adequate to support transformation?; 14) Is the quality and type of instruction adequate to support transformation?; and 15) Does the extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented support transformation?

The surveys, classroom observations, and interviews will investigate the following five major outcome-based questions:

- 1) Did the training activities improve the content knowledge of participating teachers?
- 2) Has the quality of teachers' lesson plans improved?
- 3) Have teaching techniques improved as measured through classroom observations?
- 4) Did students' interest and performance improve?
- 5) Do the participating teachers consider the project to be beneficial to them and their students?

L. G. Cigarroa High School will use the management structures and data tools mentioned to continually monitor the effectiveness of the activities in achieving the goals and objectives of the program, as well as the impact of the program activities on the participants. The data will be obtained through continuous CNA activities, feedback, data measurement, and surveys of teachers, parents, administrators, and other stakeholders. The school leadership team will conduct evaluations to ensure initiatives are being implemented with fidelity, and that they are having the intended outcomes. The early warning system will be key for embedding a tool to continually monitor these initiatives. The school leadership team will also implement monitoring tools to evaluate the effectiveness of planning, levels of collaboration among partners, effectiveness of communication at all levels, levels of involvement by individuals on all levels, effectiveness of professional development activities, curriculum effectiveness, and instructional strengths. These will be measured through interviews, surveys, teacher appraisal system, inspections by curriculum staff, feedback from expert providers, and other measures. This feedback will be used to continually improve the transformation to constantly and consistently increase student outcomes.

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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.

Laredo ISD and L. G. Cigarroa High School agree to comply to all reporting and evaluation requirements that TEA may establish and to submit the reports in the format as requested by TEA. Laredo ISD will develop and data collection and data disaggregation process that will be technology driven to facilitate the process. The method in which data collection and disaggregation will occur in regards to the quality, type, and degree of collaboration with project partners will be made available via reports compiled with details regarding the successes and challenges of project collaboration; the data collection regarding the quality, type, and the level of professional development activities and their impact on school reform efforts will be via classroom walk-throughs and the PDAS and extended appraisal instruments that indicate the level of implementation of new strategies and the level of follow-through in the use of technology, ect; data regarding the quality and type of curriculum used, instruction delivered, and increase in learning time will be derived by the district's appropriate central office department. The school leadership team will compile and disaggregate by implementing the following evaluation strategies:

1) Interviews, observations and surveys; 2) Descriptive information on proposed versus actual implementation of the Transformation Model; 3) Critical issues and success factors encountered by students, parents, community, school leaders, teachers, and staff Transformation Model instructional activities; 4) Descriptions of students, and Transformation Model outcomes. Data collection formats will include but not be limited to: **A)** A review of narrative accounts of randomly selected teachers, students, parents, community and staff involvement; **B)** Standardized open-ended interviews or surveys of students, parents, administrators, teachers, and staff; **C)** Field observations; **D)** Site visits; **E)** Locally developed enhanced appraisals; **F)** Student academic performance; **G)** Parental/involvement activities; **H)** Teacher quality surveys; **I)** School climate surveys; **J)** Professional development data; **K)** Instructional content and delivery evaluation; **L)** Technology usage; **M)** Student support systems provided; and **N)** Classroom observation walk-throughs. The strengths and weaknesses of the programs design, implementation and evaluation will also be reflected using the data collection methods and program components described. The quality and level of communication with and reporting to management on the progress of the program and problems if any encountered will also be reflected via the data collection methods described above. The data collection methods will include items such as: 1) On time or Late submission; 2) complete or incomplete submission; and 3) at what level formative goals were met, etc. Eventually the recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented will be determined by meeting or not meeting the program goals and performance objectives. Most of the data will be collected via the SIRC customized performance management system or other data tool. The SIRC district and campus snapshots will also be integral to the qualitative and quantitative data collection, the disaggregation of the data to improve instruction and to obtain continuous improvement results. All stakeholders, board of trustees, superintendent, central office personnel, campus personnel, parents and community members will have access to the data via on-line documents. Data disaggregation will also take place by allowing students to be involved in examining their own data, teachers, instructional teams, departments, and the school leadership team. This process will be facilitated by trainings for teachers, the integrated data system, student access to data, implementation of formative, interim, and summative assessments across the campus (including benchmarks). Teachers will receive support from the school leadership team in disaggregation of data that will be broken down by objective, student, and demographics. The information will be submitted to the proper individuals so that the school leadership team has access to the data to guide the transformation. The data will be applied to improve instruction as teachers meet daily in content area instructional teams to analyze the data. The content area instructional teams will review trends, use the data to inform the action research of the professional learning communities, track data using portfolio in the teacher appraisal system, and use the data to make changes in curriculum, instructional techniques, and other pedagogical practices. The data will be communicated across the campus so that individuals at all levels will be able to obtain continuous improvement results. The students can improve their performance based on tracking their own progress through formative, interim, and summative assessments. For teachers the improvements will come as they utilize the results of data to modify classroom decisions. For the departments, curriculum improvements and unit alignment can be improved through data disaggregation. The campus as a whole can also improve the responsiveness of its RTI, positive behavioral supports, Professional Development plans, and other transformational activities by using data to inform decisions as each 90 day action plan is completed. This will drive continuous improvement through dynamic feedback mechanisms aimed at maximizing student's outcomes.

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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).

Laredo ISD and L. G. Cigarroa High School will consult with all stakeholders regarding the transformation performance goals. The groups participating in the development of these goals include: 1) Teachers; 2) Administrators; 3) Academic Deans; 4) Principal; 5) School Leadership Team; 6) Support Staff; 7) Students; and 8) Parents and community members. As it has been described in Schedule #4C, Section A, the decision making organizations have already been designed to ensure constant feedback from all stakeholders throughout the transformation process. L. G. Cigarroa High School views the input received as vital data, understanding that the transformation process requires buy-in and support at all levels to be successful. L. G. Cigarroa High School has set the standard for this initiative by focusing on a time-intensive CNA that used all available resources in the time permitted prior to grant submission. L. G. Cigarroa High School plans to continue consulting and gathering feedback throughout the program because the importance of internal and external feedback was identified in the CNA as an indicator of internal and external feedback mechanisms for successful implementation embedded at all levels of the transformation model. **Performance Monitoring System** - The performance monitoring system allows an assessment of the extent to which the Transformation Model has been implemented as planned and whether staff, collaborators, service providers and student instructional activities are in line with those intended based on each campus CNA and campus improvement plan (CIP). During the initial implementation phase, the school leadership team will meet to refine the plan and define performance standards for each primary objective. Data supporting this phase comes primarily from the school leadership team. Based on this plan, brief management reports can be generated during the life of the transformation implementation. These reports are distributed to key staff and in quarterly meetings to discuss implications and recommendations based on the findings. L. G. Cigarroa High School understands that setting performance goals is a dynamic process that requires feedback and adjustment to improve performance. Based on this premise L. G. Cigarroa High School has developed an action plan for the development of the performance goals as outlined in the CNA and CIP as follows:

- 1) Consistent and effective communications with the SIRC, District, School Leadership team, and other experts to set ambitious and attainable goals** – the goals are to be aligned to the TEA CSF's as well as research-based indicators of progress and improvement through effective and efficient transformation activities;
- 2) Evaluation and determination of the initial campus performance measures to be tracked** - L. G. Cigarroa High School will focus its collaboration with the district in determining the performance measures that target the specific campus needs identified through the CNA;
- 3) based on the campus performance measures selected the school leadership team will determine the assessment instrument and tools to measure transformation progress and campus performance based on selection of part 2** - L. G. Cigarroa High School will identify the specific data that will be analyzed and tracked which are relevant to transformation performance goals (e.g. benchmark assessments, attendance, and behavioral data), if the performance measures need to be designed they will be designed by the school leadership team. It is anticipated that the integrated data system will greatly facilitate this process and increase the availability of assessment instruments to improve measuring and tracking;
- 4) Delegate responsibility to appropriate individuals (e.g. teachers, counselor, etc.) for collecting data from the designated assessment instruments and tools** – After performance measures and monitoring instruments have been strategically placed, L. G. Cigarroa High School and the district will determine the individual best qualified and positioned to collect the monitoring data on a daily, weekly, or monthly basis. These individuals will have the opportunity for input, and receive clear assignments regarding the collection of appropriate data;
- 5) Have support mechanisms in place for the duration of the measurement period** – The school leadership team will be key players in providing support to teachers in collecting the data results. This will ensure greater chances for success, and will also facilitate feedback throughout the assessment period;
- 6) Collection of timely interim data** – the school leadership team will oversee the collection of data to ensure timely responses and data disaggregation;
- 7) Analysis of data and evaluation of campus performance during the transformation** – This will be a joint effort between L. G. Cigarroa High School, district, SIRC, campus, and other experts to collect data that will be analyzed to determine if L. G. Cigarroa High School is on target to meet transformation performance goals; and
- 8) Use of data to establish new interim goals to sustain and accelerate previous gains** - L. G. Cigarroa High School will analyze the results of the data analysis to determine if any adjustments need to be made to the above steps, and set interim goals to help drive transformation of the campus to achieve its improvement goals. This process is an ongoing necessity to ensure the campus continually has performance goals that are attainable and suited to the needs of the transformation model. **Outcome Evaluation** - The final component of the evaluation process is the outcome evaluation, which utilizes existing data sources to obtain student information including student demographics, services received while attending the campus implementing the modified Transformation Model, student assessment results, content pedagogy and other pedagogy practices will be collected. During this phase of the evaluation, teacher professional growth through project participation will be measured. Evaluation measures will be utilized to monitor and modify the model to improve the impact on overall school improvement strategies and student academic achievement.

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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 (cont.)

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 three main performance measures to assess progress toward meeting the purpose of the Transformation Model are:

- The percentage of students receiving support services in relation to the total enrollment of the campus, reduces, eliminates or prevents minority group isolation.
- The percentage of students from major racial and ethnic groups that meet or exceed the state's adequate yearly progress standards in accordance with the State of Texas plan as required by section 1111 of the ESEA.
- The percentage of students that meet or exceed state assessment standards in each academic area.

Additional evaluation measures will be utilized to monitor and modify the Transformation Model to improve the impact on overall school improvement strategies including a strong professional development program, parental/community involvement and student academic achievement that include:

- Percentage of students who successfully complete their respective grade level;
- Number of professional development sessions, seminars/trainings attended and total number of hours;
- Percentage of teachers who are recruited, selected, transferred and/or retained in their position at high need schools for at least three years;
- Number of instructional trips taken and the number of hours;
- Number of online professional development interactions;
- Number of administrators, teachers, staff, parents/community and students participating in the modified Transformation Model implementation;
- Did participating teachers complete at a minimum 75% or more of the professional development hours offered? Was the instructional content and delivery improved?;
- Did student interest and performance improve as a result of improved quality of instruction and leadership?;
- Has the quality of teachers' lesson plans improved?;
- Have teaching techniques/strategies improved as measured through peer-reviews and student performance?; and
- Has the total number of teachers who integrate technology in their instructional content increased by 10% annually?

The summative evaluation plan will utilize a rigorous design to investigate the significance and strength of the relationship between the transformational model activities and teacher/student outcomes. Surveys, classroom observations and interviews will be used to examine the project outcome. Using statistical analyses and descriptive statistics, the school leadership team will examine the statistical significance of outcome measures, while qualitative data will be used to provide a richer explanation of judgment, accomplishments, challenges, and lessons learned.

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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: Improve Passing Percent (Required)*	State assessments, benchmarks, progress reports, report cards, ARD's, IEP's	83%	87%	90%	92%
2	Improve Student Achievement in Mathematics: Improve Passing Percent (Required)*	State assessments, benchmarks, progress reports, report cards, ARD's, IEP's	70%	75%	80%	83%
<i>*The first 2 measures above are federal requirements and MUST be completed. These measures may not be altered.</i>						
3	Improve Student Achievement in Science: Improve Passing Percent	State assessments, benchmarks, progress reports, report cards, ARD's, IEP's	63%	65%	67%	72%
4	Improve Student Achievement in Social Studies: Improve Passing Percent	State assessments, benchmarks, progress reports, report cards, ARD's, IEP's	87%	90%	93%	96%
5	Improve Campus Academic Rating	State Assessment Results	70%	80%	80%	83%
6	Improve Student Attendance Rates	Attendance Reports	93.8%	95%	97%	98%
7	Increase Parental Involvement and Participation	Monthly Activity Report, Volunteer Hours Report, PTO Sign-Ins, Parent Meeting Sign-Ins	20%	25%	30%	35%
8	Increase Number of Students that do not need Remediation and Developmental Interventions	State assessment, benchmarks, progress, report cards, ARD's, IEP's	30%	35%	43%	50%
9	Number and Percent of Students that Score below Grade Level in mathematics, ELA, reading, social studies, and science	State assessment, benchmarks, progress, report cards, ARD's, IEP's	24.25%	22%	17%	12%

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10	Narrow Gap between LEP and Special Education each and all students tested: State Assessments – Reading/ELA, Match, Science	State Assessment Results	43.2%	33%	28%	22%
11	Increase commended performance rates: Reading/ELA, Math, Science	State Assessment Results	For all tests 9 th :12%	For all tests 9 th :15%	For all tests 9 th :20%	For all tests 9 th :25%
12	Increase commended performance rates: Reading/ELA, Math, Science	State Assessment Results	For all tests 10 th :12%	For all tests 10 th :15%	For all tests 10 th :20%	For all tests 10 th :25%
13	Increase commended performance rates: Reading/ELA, Math, Science	State Assessment Results	For all tests Exit:12%	For all tests Exit:15%	For all tests Exit:20%	For all tests Exit:25%

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	Campus Federal AYP Ratings - ELA	State Assessments	83%	80%	85%	87%
2	Campus Federal AYP Ratings - Math	State Assessments	62%	75%	80%	85%
3	Campus Federal AYP Ratings – LEP ELA	State Assessments	71%	80%	85%	87%
4	Campus Federal AYP Ratings – LEP Math	State Assessments	43%	75%	80%	85%
5	Campus State AEIS Ratings	State Assessments	70%	80%	80%	85%
6	Grade Level Local Benchmark Results	Mid-Assessments	54.97%	60%	65%	70%
7	Grade Level State Assessment Results	State Assessments	75.75%	80%	85%	90%
8	Increase district benchmark passing rates: Reading/ELA, Math, and Science	District Benchmark Assessments	54.97%	60%	65%	70%
9	Meet or exceed state standards for instruction of Beginner, Intermediate, & Advanced ELLPS	TELPAS	34.63%	44.63%	54.63%	64.63%
10	Increase Reading/ELA end-of-year report card passing rates	Schoolmax database	0%	10%	10%	10%
11	Increase Math end-of-year report card passing rates	Schoolmax database	0%	10%	10%	10%

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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	Achieve Recognized or Exemplary TEA Accountability Status	AEIS	70%	80%	80%	82%
2	Campus Federal AYP Ratings - ELA	State Assessments	83%	80%	85%	87%
3	Campus Federal AYP Ratings - Math	State Assessments	62%	75%	80%	85%
4	Campus Federal AYP Ratings – LEP ELA	State Assessments	71%	80%	85%	87%
5	Campus Federal AYP Ratings – LEP Math	State Assessments	43%	75%	80%	85%
6	Number and Frequency of Teachers and Administrators Receiving Training, Professional Development, and materials that Significantly Improve Instruction	ERO Sign-ins	98%	99%	100%	100%
7	Increase Stakeholders' Support of Principal as Instructional Leader	Annual CNA Comprehensive Needs Assessment	0%	10%	25%	45%
8	Teacher and Administrator Yearly Performance Evaluation	PDAS	0%	85%	86%	96%
9	Enhanced Appraisal Evaluation	Enhanced Appraisal to Measure Effectiveness Level	0%	65%	75%	85%
10	Increase Participation in District and Region I Workshops, On-line Courses, and Professional Development Seminars, etc.	ERO & Region 1 database	0%	90%	92%	96%
11						
12						

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	Provide extended day/week/Rtl sessions for Reading/ELA all students and specifically for ELLP and Special Education Students	Schoolmax database	0%	10%	20%	30%
2	Provide extended day/week/Rtl sessions for Math all students and specifically for ELLP and Special Education Students	Schoolmax database	0%	10%	20%	30%
3	Provide extended day/week/Rtl sessions for Science all students and specifically for ELLP and Special Education Students	Schoolmax database	0%	10%	20%	30%
4	Provide Summer Academies for Remediation & Enrichment	Schoolmax database	0%	3%	6%	13%-15%
5	Provide Hands-on, Minds-on Educational Trips for Enrichment Activities	Schoolmax database	0%	10%	20%	40%

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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	Number of Parent, Student, and Community Meetings and Outreach Activities	Agendas and Sign-in sheets	31	41	51	61
2	Increase in the Number of Parent Involvement Conferences, Programs, and Meetings	Agendas and Sign-in sheets	20	28	38	52
3	Increase the Number of Parents Attending Parent Involvement Trainings, Activities, Conferences, Etc. on Campus and at District	Sign-in Sheets	38	58	88	90
4	Increase in the Number of Parental and Community Volunteers	Parental Involvement Report	26	36	51	71
5	Increase in the Number of Parents Actively Engaged	Parental Involvement Report	20	30	45	65
6	Increase Parent and Community Satisfaction with School	Annual CNA Survey	0	80%	85%	87%
7	Increase Number of Parental Involvement Activities on Campus	Meeting/Training Agendas	11	21	31	41
8	Increase Depth of Community Involvement in School Curriculum, including submission to (ITV) Cable 18 Broadcasting	Human Resources database	0	10	15	20

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	Increase Student Attendance Rates	PEIMS	93.8%	95%	97%	98%
2	Decrease all Student Discipline Referrals Recorded in PEIMS	PEIMS	755	555	255	125
3	Number of Job Embedded Professional Development Activities	Staff Development ERO Report	10	15	20	25

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4	Increase Teacher Attendance	HR Attendance Report	0%	3%	6%	9%
5	Number of Teachers Served by Prescriptive and Intentional Professional Development in Specific Academic Areas (e.g. ELL, 504, Sp. Ed.)	Staff Development ERO Report	95%	97%	98%	100%
6	Number of Technical Assistance Workshops Attended or Received at the Campus	Staff Development ERO Report	5	12	14	18
7	Increase Stakeholders' Perception of School Climate	CNA Survey	0%	10%	15%	20%
8	Increase Student Participation in Co-curricular and Extra-curricular Activities	Schoolmax database	0%	3%	6%	9%

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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	Grade Level State Assessment Results	State Assessments	75.75%	80%	85%	90%
2	Increase Student Centered Instruction	Walk-Throughs	0%	20%	30%	35%
3	Increase Participation in District and Region I Professional Development Sessions	ERO & Region I software	0%	5%	10%	15%
5	Increase use of Technology in Instruction	Plato Labs, Study Island, CEI, and Computer Integrated Instructional Tools (e.g. LCD TV's, Projectors, Elmo's, MS Office Software Usage	0%	10%	20%	30%
6	Increase Teacher use of Data to Impact Instructional Decisions	AEIS and DMAC	0%	10%	20%	30%

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	Number of Targeted Intervention Services to provide to students identified as unlikely to meet Academic Standards in Future Assessments	State Assessments, Benchmark Assessments	Read/ELA:4	Read/ELA:6	Read/ELA:8	Read/ELA:10
2	Number of Targeted Intervention Services to provide to students identified as unlikely to meet Academic Standards in Future Assessments	State Assessments, Benchmark Assessments	Science:4	Science:6	Science:8	Science:10
3	Number of Targeted Intervention Services to provide to students identified as unlikely to meet Academic Standards in Future Assessments	State Assessments, Benchmark Assessments	Math:4	Math:6	Math:8	Math:10
4	Number of Targeted Intervention Services to provide to students identified as unlikely to meet Academic Standards in Future Assessments	State Assessments, Benchmark Assessments	S. S.:4	S. S.:6	S. S.:8	S. S.:10

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5	Number of Periodic Reviews to ensure Program Compliance with School Improvement Strategies	Curriculum Based Assessments (benchmarks)	0%	5	15	20
6	Increase High School Graduation Rates	AYP/AEIS	82%	5%	10%	15%
7	Decrease Drop-out Rates	AEIS	4.1%	3.1%	2.1%	1.1%
8	Increase Number of Special Education and ELLPS Students Graduating Under the Recommended High School Graduation Plan	PEIMS	0%	5%	10%	15%
9	Increase High School Completion Rates	PEIMS	0%	5%	10%	15%
10	Increase Numbers of AP students Scoring 3,4,5 on ELA, Math, and Science AP Assessments	AP Assessment Results	1%	3%	5%	7%
11	Increase Student Enrollment in Drop-out Recovery Programs and Non-Traditional HS Completion	PEIMS	0%	10%	20%	30%

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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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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"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<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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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
Project Period: August 1, 2011 through June 30, 2014	

			A	B	C	D	E	F	G	H
			Year 1			Year 2		Year 3		TOTAL
1	Class/Object Code and Description	SB - 6100	Pre-Implementation	Program Costs	Admin	Program Costs	Admin	Program Costs	Admin	Total Budget
			2	Professional and Contracted Services	5C - 6200	\$0	\$296,666		\$288,570	
3	Supplies and Materials	5D - 6300	\$0	\$59,420		\$99,301		\$133,000		\$291,721
4	Other Operating Costs	5E - 6400	\$0	\$104,300		\$103,850		\$152,000		\$360,150
5	Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G - 6600/15XX	\$0	\$542,530		\$511,195		\$406,250		\$1,459,975
6	Total Direct Costs		\$0	\$1,952,060	\$	\$1,952,060	\$	\$1,952,060	\$	\$5,856,180
7	2.397% Indirect Costs				\$47,940		\$47,940		\$47,940	\$143,820 <i>10/18/11</i>
8	Total Budgeted Costs		\$0	\$1,952,060	\$47,940	\$1,952,060	\$47,940	\$1,952,060	\$47,940	\$4,000,000 <i>6,000,000</i>
9	Total Costs by Year		¹ \$2,000,000			² \$2,000,000		³ \$2,000,000		⁴ \$6,000,000 <i>10/18/11</i>
			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				\$	\$	\$	\$	\$
2 Educational Aide 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								
9 Project Coordinator								
10 Teacher Facilitator/Supervisor/Leader								
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			\$	\$	\$	\$	\$

Substitute, Extra-Duty, Benefits

#	Rate	Position Title	Specify (rate, # of days, etc.)	Year 1	Year 2	Year 3	Total	
19	6112	Substitute Pay	Substitute pay for job-embedded trainings for teachers (amounts based on district rates; minimum 24 days)	\$0	\$15,000	\$15,000	\$15,000	\$45,000
20	6119	Professional Staff Extra-Duty Pay	Teacher pay for 50 teachers for extended day and year instruction (\$21.72hr. x 4hrs. x 50 x 104days), as per district policy, curriculum creation and review after hours. A minimum of 215 days; Project coordination (\$21.72hr. x 1 teacher x 220days).	\$0	\$443,200	\$443,200	\$443,200	\$1,329,600

21	6121	Support Staff Extra-Duty Pay	Staff pay for increased learning time tied to instruction and extended day/year instructional purposes including office, custodial, and cafeteria support for extended day and year (hourly pay and number of staff may vary, with amounts based on district rates)	\$0	\$15,000	\$15,000	\$15,000	\$45,000
22	6140	Employee Benefits	TRS and other deductions	\$0	\$80,444	\$80,444	\$80,444	\$241,332
23	61XX	Incentive Pay	Enhanced teacher appraisal system yearly stipends throughout the term of the grant in the amount of \$2,500.00/year. x 143 x 2yrs. = \$715,000; Stipend for 22 para professional staff and 12 support staff \$500 x 34 x 2yrs. = \$34,000; Principal and Asst. Principal Incentive for meeting Performance Benchmarks (i.e. Meet AYP in the amount of \$3,500 x 6 x 2yrs. = \$42,000)	\$0	\$395,500	\$395,500	\$395,500	\$1,186,500
24	Subtotal Substitute, Extra-Duty, Benefits Costs			\$0	\$949,144	\$949,144	\$949,144	\$2,847,432
25	Grand Total Payroll Budget (line 18 + line 24)			\$0	\$949,144	\$949,144	\$949,144	\$2,847,432

The district shepard is a full-time administrator and all expenses incurred will be funded through district resources (199). Therefore, there is no funding budgeted for the district office or the district shepard.

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Texas Title I Priority Schools CYCLE 2

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

	Expense Item Description	Pre-Implementation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6212	Audit Costs (other than audits required under OMB Circular A-133)	\$	\$	\$	\$	\$
	Specify purpose					
6269	Rental or Lease of Buildings, Space in Buildings, or Land					
	Specify purpose and provide calculation:					
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)					
	Specify purpose:					
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)					
	Specify purpose:					
Subtotal		\$	\$	\$	\$	\$

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

Line #	Topic/Purpose/Service - Region I ESC				
1.	Region I TEEM services - Research-Based instructional strategies and best practices		\$3,267	\$3,267	\$9,801
2.	Mathematics; S.T.A.A.R. /To improve teacher quality		\$3,167	\$3,167	\$9,501
3.	Science; S.T.A.A.R. /To improve teacher quality		\$3,167	\$3,167	\$9,501
4.	Reading ELA; S.T.A.A.R. /To improve teacher quality		\$3,167	\$3,167	\$9,501
5.	Bilingual ESL/To improve teacher quality		\$3,167	\$3,167	\$9,501
6.	Special Education/To improve teacher quality		\$3,167	\$3,167	\$9,501
7.	Social Studies; S.T.A.A.R. /To improve teacher quality		\$3,167	\$3,167	\$9,501
8.	Classroom and Behavioral Management; RtI/ To improve teacher quality		\$3,167	\$3,167	\$9,501
9.	Conflict Resolution; RtI/To improve teacher quality		\$3,167	\$3,167	\$9,501
10.	Leadership Effectiveness Training/RtI		\$3,167	\$3,167	\$9,501
11.	Parental Involvement Training/RtI		\$3,167	\$3,167	\$9,501
12.					
Professional and Consulting Services Less than \$10,000 Subtotal			\$34,937	\$34,937	\$104,811

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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*
 SREB - High School That Work includes: School Culture/Improvements to School Climate/Team Work.

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implemen- tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs	2					
Title: SREB - High Schools That Work - Includes On-site support 25 days per year; TA 3 days per year; Literacy Workshop 6 days per year; Leadership Module #1 4 days per year; 24 days Job-embedded training; HSTW Assessment)		\$	\$ 67,685	\$ 60,045	\$ 67,685	\$ 195,415
Subgrants, Subcontracts, Subcontracted Services						
Supplies and Materials			\$3,020	\$3,250	\$3,020	\$9,290
Other Operating Costs			\$8,415	\$8,415	\$8,415	\$25,245
Capital Outlay (Subgrants Only)						
Indirect Cost (9.09%)			\$8,342	\$7,656	\$8,342	\$24,340
Total Payment to Contractor		\$	\$ 87,462	\$ 79,366	\$ 87,462	\$ 254,290

2. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Supplemental Education Services (SES) - Educational services for students

Contractor's Cost Breakdown of Service to be Provided	# Positions	Pre-Implemen- tation	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
Contractor's Payroll Costs		\$	\$	\$	\$	\$
Title:						
Subgrants, Subcontracts, Subcontracted Services			\$40,000	\$40,000	\$40,000	\$120,000
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (____%)						
Total Payment to Contractor		\$	\$ 40,000	\$ 40,000	\$ 40,000	\$ 120,000

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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*
 College Board – Certified Professional Development for AP and other advanced training to improve content area knowledge of all teachers and increase rigor and college readiness in all classes. 3 days Training @ 21.72hr.

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			\$20,667	\$20,667	\$20,667	\$62,001
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment to Contractor		\$	\$ 20,667	\$ 20,667	\$ 20,667	\$ 62,001

4. Description of Professional or Consulting Service (Topic/Purpose/Service): *Include # of days/rate per day*
 Regional Education Service (Region XIII) – Services for Educational Excellence

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:	Training and technical assistance in the foundation curriculum, Title I, TAKS, Curriculum, Special Education Leadership Network, and other instruction related workshops, Principal assessment and leadership development services such as PDAS and ILD training		65,000	65,000	65,000	195,000
Subgrants, Subcontracts, Subcontracted Services			\$8,000	\$8,000	\$8,000	\$24,000
Supplies and Materials			\$10,600	\$10,600	\$10,600	\$31,800
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment to Contractor		\$	\$ 83,600	\$ 83,600	\$ 83,600	\$ 250,800

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Standard Application System (SAS)**

240901003
County-District - Campus No

by telephone/e-mail/FAX on _____
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Amendment No. _____

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*

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		\$	\$	\$	\$	\$

6. 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		\$	\$	\$	\$	\$

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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:		\$	\$	\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval		\$	\$	\$	\$	\$
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000		\$ 0	\$ 34,937	\$ 34,937	\$ 34,937	\$ 104,811
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000		\$	\$ 231,729	\$ 223,633	\$ 231,729	\$ 687,091
Remaining 6200- Professional and Contracted Services that do not require specific approval*		\$	\$ 30,000	\$ 30,000	\$ 45,000	\$ 105,000
Grand Total		\$ 0	\$ 296,666	\$ 288,570	\$ 311,666	\$ 896,902

*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 EDUCATION AGENCY
 Standard Application System (SAS)**

School Year 2011-2014

240901003
 County-District - Campus No. _____
 Amendment No. _____

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 - For ELA supplemental reading materials (e.g. Time Magazine)					\$10,000	\$6,000	\$10,000	\$26,000
6330	Testing Materials					\$0	\$0		\$0
Technology Hardware- Not Capitalized									
6399	#	Type	Purpose	Quantity	Unit Price				
	1					\$0	\$0	\$0	\$0
6399	2								
Technology Software- Not Capitalized									
6399	#	Type	Purpose	Quantity	Unit Price				
	1								
	2								
	3								
	4								
6399	5								
6399	*								
Total Supplies and Materials Requiring Specific Approval					\$ 0	\$ 10,000	\$6,000	\$10,000	\$26,000
Remaining 6300- Supplies and Materials that do not require specific approval*					\$ 0	\$ 49,420	\$93,301	\$123,000	\$265,721
Grand Total					\$ 0	\$ 59,420	\$ 99,301	\$133,000	\$291,721

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

	Expense Item Description	Pre-Implementat ion	Year 1 Costs	Year 2 Costs	Year 3 Costs	Total Budgeted Amount
6410	In-state Travel for Employees (includes registration Fees)* Region I, Region XIII, and Other Workshops related to instruction during the course of the grant period for 20 teachers in order to increase student academic achievement.	\$	\$ 10,800	\$ 10,350	\$ 11,500	\$ 32,650
6411	Out of State Travel for Employees (includes registration fees) Ex. National Writing Workshop Specify purpose: National Education Conferences and Professional Development. # of individuals (10) to increase teacher quality and student academic achievement.	\$	\$ 16,500	\$ 16,500	\$ 25,500	\$ 58,500
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Educational Instructional Enrichment including Science, Math, Reading/ELA, Social Studies, Engineering, and Technology - Including but not limited to museum visits - (Ex. Science Museum); College Campus Visits and Career Readiness (11 th & 12 th) to UT, A&M, and other universities locally, and Student Leadership Conferences for 500 students during the course of the grant period to increase student academic achievement.		\$ 50,000	\$ 50,000	\$ 70,000	\$ 170,000
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: For Parental/Community Involvement		\$ 12,000	\$ 12,000	\$ 15,000	\$ 39,000
Total 64XX- Operating Costs Requiring specific approval		\$ 0	\$ 89,300	\$ 88,850	\$ 122,000	\$ 300,150
Remaining 6400 - Other Operating Costs that do not require specific approval**		\$	\$ 15,000	\$ 15,000	\$ 30,000	\$ 60,000
Grand Total		\$ 0	\$ 104,300	\$ 103,850	\$ 152,000	\$ 360,150

*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.

6411 - Curricular academic activities focused on math, science, and technology, such as service learning, internships, academic UIL competitions (such as robotics or math), or science and technology fairs; Laboratory and field investigation instruction, used to improve students' understanding of science TEKS objectives; Trips to a river, archaeological site, or nature preserve that might include contracting with local science centers, museums, zoos, and horticultural centers for visits and programs; Trips to the local library to increase access to high-interest reading materials or research; Visits to colleges and universities to encourage interest in the pursuit of higher education.

6412 - A written reflective composition will be required for students involved in educational instructional enrichment. In addition, pre-travel instruction and post-travel follow-up instruction will be embedded in the teachers lesson plans.

6419 - Parents and Community members are encouraged to engage in the students educational instructional enrichment activities in order to increase parental/community involvement and increase student academic achievement.

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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	Reference Materials/Periodicals/Audio Books/Instructional Based Videos/eBooks/Professional Reference Material		\$6.25	2,000	\$0	\$6,250	\$6,250	\$6,250	\$18,750
2	Library Books - Fiction/Non-Fiction		\$20.00	1,000	\$0	\$10,000	\$10,000	\$10,000	\$30,000
66XX/15XX- Technology Hardware - Capitalized									
3	Laptop computers for Parent Literacy classes (30)	To provide for technology for the purpose of implementing technologically enhanced parent resources that impact school climate.	\$625	30	\$0	\$9,375	\$9,375	\$0	\$18,750
4	Computer for Student Language Proficiency	To provide for technology for the purpose of implementing technologically enhanced resources that provide students in ELL the opportunity to oral ELL language proficiency for TELPAS and increase academic performance	\$3,015	1	\$0	\$3,015	\$0	\$0	\$3,015
5	Interactive White Boards	To provide for classroom instructional technology for the purpose of implementing technologically enhanced resources and instruction that impact school climate. Additionally, the technology will support professional development along with support and sustaining systemic change.	\$3,000	33	\$0	\$49,500	\$49,500	\$0	\$99,000

6	Notebooks and Storage Cabinets (classroom sets 30 each) for core academic area teachers – ELA, Math, Science, S.S. and Health Sciences	To provide for classroom instructional technology for the purpose of implementing technologically enhanced instructional resources that impact learning and student academic achievement. Additionally, this technology facilitates student engagement in the instructional methods and provides for professional development for teachers.	\$900	1300	\$0	\$390,000	\$390,000	\$390,000	\$1,170,000
7	Classroom LED Projectors with Ceiling mounts – for Core Area Teachers (ELA, Math, Science, S.S., and Health Sciences)	To provide for teachers instructional technology for the purpose of implementing technologically enhanced classroom resources that impact school climate and student academic achievement. Additionally, the technology will support professional development along with support and sustaining systemic change.	\$1,000	20	\$0	\$10,000	\$10,000	\$0	\$20,000
8	Color Printers for ELA, Math, and Science Teachers + 2 for library	To provide for teacher instructional technology for the purpose of implementing technologically enhanced classroom and library resources that impact school climate and student academic achievement. Additionally, the technology will support professional development along with support and sustaining systemic change.	\$500	62	\$0	\$15,500	\$15,500	\$0	\$31,000
9	I-pads	Accountability tracking for teacher quality and trainings: used for professional development/job embedded professional development and for research-based instructional activities	\$484	85	\$0	\$20,570	\$20,570	\$0	\$41,140
10	USB Drives	Accountability tracking for student interventions: within the extended week schedule, or intervention period. Students will keep track of their grades, absences, tardies; resource for college and career readiness, portfolios, homework, work for intervention/advisory. Data	\$15	1488	\$0	\$22,320	\$0	\$0	\$22,320

		will be used to determine appropriate interventions.							
66XX/15XX- Technology Software- Capitalized									
11									
12									
13									
66XX/15XX- Equipment and Furniture									
14	Large Capacity Laminator	To provide for library technology for the purpose of implementing technologically enhanced library resources that impact school climate.	\$3,000	2	\$0	\$6,000	\$0	\$0	\$6,000
15									
16	Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.								
Grand Total					\$ 0	\$ 542,530	\$ 511,195	\$ 406,250	\$ 1,459,975

Capital Outlay Justifications:

The purpose of the expenditure is to make technology more readily available to students and enhance the learning process. By purchasing additional computer equipment for campuses, the district is moving towards the goal of achieving a 1:1 computer to student ratio as referenced in the Long Range Technology Plan. The goal is to have computers that meet requirements for state assessments and to have technology more readily available to students for the delivery of instructional content. This expenditure would help in reaching this goal. The need for computer equipment is reflected in the 2010 - 2011 Texas School Technology and Readiness (StaR) Chart. The STaR Chart results show the need to improve technology in classroom environment. This purchase will assist in reaching the Target Tech Level of student use of technology. The need is also reflected in the District's Technology plan, District Needs Assessment and Long Range Technology Plan.

Line #3 - Laptop computers for Parent Literacy classes (30) - To provide for classroom instructional technology for the purpose of implementing technologically enhanced resources and instruction for parents struggling to learn the English Language. Additionally, the technology will support GED, and Career Readiness along with support and sustaining systemic change.

Line #4 - Computer for Student Language Proficiency -To provide for technology for the purpose of implementing technologically enhanced resources that provide students in ELL the opportunity to oral ELL language proficiency for TELPAS and increase academic performance.

Line #5 - Interactive White Boards - To provide for classroom instructional technology for the purpose of implementing technologically enhanced resources and instruction that impact school climate by increasing student academic performance. Additionally, the technology will support professional development along with support and sustaining systemic change.

Line #6 - Notebooks and Storage Cabinets (classroom sets 30 each)for core academic area teachers - ELA, Math, Science, S.S. and Health Sciences - To provide for classroom instructional technology for the purpose of implementing technologically enhanced instructional resources that impact learning and student academic achievement. Additionally, this technology facilitates student engagement in the instructional methods and provides for professional development for teachers.

Line #7 - Classroom LED Projectors with Ceiling mounts - for Core Area Teachers (ELA, Math, Science, S.S., and Health Sciences) - To provide for teachers with instructional technology tools for the purpose of implementing technologically enhanced instructional resources in the classroom that impact teacher quality and school climate and student academic achievement. Additionally, the technology will support professional development along with support and sustaining systemic change.

Line #8 – Color Printers for ELA Teachers - To provide for teacher instructional technology for the purpose of implementing technologically enhanced classroom and library resources that impact school climate and student academic achievement. Additionally, the technology will support professional development along with support and sustaining systemic change.

Line #9 – I-pads - Accountability tracking for teacher quality and trainings: used for professional development/job embedded professional development and for research-based instructional activities.

Line #10 – USB Drives - Accountability tracking for student quality and instruction: used for instruction and for research-based instructional activities.

Line #14 - Large Capacity Laminator - To provide for library technology for the purpose of implementing technologically enhanced library resources that impact school climate. In addition, this resource is available to teachers to enhance classroom instruction and increase student academic achievement.

Additionally, the capital outlay is ~~24.33%~~ 24.33% of total grant expenditures. In program schedule #4 – Enhancing instructional technologies are discussed throughout as critical to active student engagement in academic achievement and career readiness skills. In addition, schedule #4 also details the use of technology for professional development as our district curriculum and multiple resources are technology applications.

SCHEDULE #6AGENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2011-2014**240901

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

240901

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.

Texas Title I Priority Schools, Cycle 2

- 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.

Texas Title I Priority Schools, Cycle 2

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

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

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2011-2014	<u>240901</u> County-District No. or Vendor ID
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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;

SCHEDULE #6A – cont.
GENERAL PROVISIONS &
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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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SCHEDULE #6A - cont.
GENERAL PROVISIONS &
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240901

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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**240901003

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B

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

TEXAS EDUCATION AGENCY

**Standard Application System
School Years 2011-2014**

Required for all federal grants regardless of
the dollar amount

240901003

County-District-Campus No.

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

Certification

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

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

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

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

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

SCHEDULE #6C.

Lobbying Certification

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

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

240901003

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.

Changes continued by Scott Roberts 1/30/11 with Carlos Stewart

TEXAS EDUCATION AGENCY
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SCHEDULE #6D -
 Disclosure of Lobbying Activities

240901003

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	2. Status of Federal Action:	3. Report Type:	
<input type="checkbox"/> B a. Contract b. Grant	<input type="checkbox"/> A a. Bid/Offer/Application b. Initial award c. Post award	<input type="checkbox"/> A a. Initial filing b. Material change	
		For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity:		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:	
Scott Roberts Subawardee 1618 Houston St. Laredo, Texas 78040 Tier (if known): III Congressional District (if known): 28		Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
6. Federal Department/Agency:		7. Federal Program Name/Description:	
		CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known:	
		\$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):		10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	
(Attach Continuation Sheets, 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:		Scott Roberts	
	Title:		Grant Writer/Research Analyst	
	Telephone#	: 956-745-3394	Date:	6-1-

Federal Use Only: _____ Standard Form 111

SCHEDULE #6E

NCLB ACT PROVISIONS &
ASSURANCES

TEXAS EDUCATION AGENCY

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

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

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

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

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that-

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

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

- W. ESEA Performance Goals, Indicators, and Performance Reporting:** The LEA assures it has adopted the five performance goals and the related performance indicators established by the U. S. Department of Education and as submitted in the *Texas Consolidated State Application for Funds Under the No Child Left Behind Act*. The LEA also assures that it will develop and implement procedures for collecting data related to the performance indicators where such data is not already collected through the Academic Excellence Indicator System (AEIS) or PEIMS and that it will report such data to the Agency in the time and manner requested.
- X. Transfer of School Disciplinary Records:** The LEA assures it has a procedure in place to transfer disciplinary records, with respect to a suspension or expulsion, to any private or public elementary school or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis, in the school. This requirement shall not apply to any disciplinary records with respect to a suspension or expulsion that are transferred from a private, parochial or other nonpublic school, person, institution, or other entity, that provides education below the college level (P. L. 107-110, section 4155).

Revised 03/03

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

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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.

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

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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
& ASSURANCES

TEXAS EDUCATION AGENCY

Standard Application System

School Year 2010-2014

240901003

County-District-Campus No.

Texas Title I Priority Schools Grant, Cycle 2

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.