

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Texarkana ISD Organization Name	019907 County-District#
		Texas Middle School Campus Name	042 Campus Number
by telephone/e-mail/FAX on _____ by _____ of TEA.		756002579 9-Digit Vendor ID#	8 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ **Tier II** ☐ **Tier III** ☒

Part 1: Index to the Application

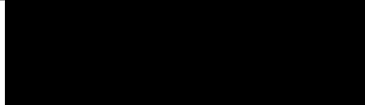
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
James	H	Russell	Superintendent of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(903) 903-794-3651 x1017	(903) 792-2632	JamesHenry.Russell@txkisd.net	 5-26-2010

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 p.m. **Thursday, June 3, 2010:**

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

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	019907 County-District No. Amendment No.
Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1 <input type="checkbox"/>	Proof of Nonprofit Status Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2 <input checked="" type="checkbox"/>	Assurance of Financial Stability Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3 <input checked="" type="checkbox"/>	Assurance of Submittal of Reviewer Information Form Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name					
Texarkana Independent School District					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
4241 Summerhill Rd				Texarkana	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
TX004		098967961		477Y5	4842480
Campus Name				County-District Campus Number	
Texas Middle School				019907042	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
2100 College Dr				Texarkana	TX
				TX	75503
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	
Nanette		W		Power	
Telephone		Fax		Email	
903-794-3651		903-792-2632		Nanette.power@txkisd.net	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
4241 Summerhill Road				Texarkana	TX
				TX	75501
Secondary Contact					
First Name		Initial		Last Name	
Donna		C		McDaniel	
Telephone		Fax		E-mail	
903-793-5631 x 3501		903-792-2935		Donna.mcdaniel@txkisd.net	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
2100 College Drive				Texarkana	TX
				TX	75503

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Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

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

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

- | | |
|---|---|
| <input type="checkbox"/> Schedule #1—General Information | <input type="checkbox"/> Schedule #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

Complete this part if there are any budgetary changes.

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

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		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
<p>School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.</p> <p>Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").</p> <p>In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.</p>		
Allowable Activities		
<p>Tier I and Tier II Grantees</p> <ul style="list-style-type: none"> ■ 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. <p>Tier III Grantees</p> <ul style="list-style-type: none"> ■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model. ■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>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.</p> <p>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.</p>		

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

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <ul style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <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. 	Program Assurances	

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. a. Any of the required and permissible activities under the transformation model; or b. A new school model (e.g., themed, dual language academy).	Program Assurances	
19	If the LEA/campus selects to implement the school closure model , the campus must implement the following requirement. a. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. b. A grant for school closure is a one-year grant without the possibility of continued funding.	Program Assurances	
20	If the LEA/campus selects to implement the restart model , the campus must implement the following federal requirements. a. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. b. Enroll, within the grades it serves, any former student who wishes to attend the school.	Program Assurances	
21	If the LEA/campus selects to implement the transformation model , the campus must implement the following federal requirements. 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- (1) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (2) Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and	Program Assurances	

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Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
21	designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. 2. Comprehensive instructional reform strategies. (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; and (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Program Assurances	
22	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.	Program Assurances	

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Part 2: Statutory Requirements			
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23	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.	Program Assurances	
24	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten.	Program Assurances	

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25	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- (A) Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or (B) Implement a per-pupil school-based budget formula that is weighted based on student needs.	Program Assurances	
26	An LEA that has nine or more Tier I and Tier II schools is prohibited from implementing the transformation model in more than 50% of those schools.	Program Assurances	
By submitting the application and signing Schedule #1, the applicant is certifying that all requirements are met in these program narrative component descriptions and activities.			
Part 3: Statutory Assurances			
#	Statutory Assurance Description		
1	Applicant provides assurance that financial assistance provided under the grant program will supplement, and not supplant, the amount of state and local funds allocated to the campus.		
2	Applicant provides assurance that it will use its TTIPS Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final federal requirements.		
3	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive school improvement funds.		
4	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final federal requirements.		
5	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.		
6	Applicant provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.		
Part 4: TEA Program Assurances			
#	TEA Assurance Description		
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than February 1, 2011 . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.		

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

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

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13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.	
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.	
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time	
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.		

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Texas Middle School is ready to work with TEA and the School Improvement Resource Center to implement a Tier III Transformation Project. With a new principal (Aug. 2009) and with the strong support of the district's central administration, the campus is ready to move forward to accomplish comprehensive reforms. <u>The primary needs to be addressed are:</u> <ul style="list-style-type: none"> • Declining academic achievement among ALL student groups • Significant gaps in achievement among Blacks, Hispanics, and Economically Disadvantaged (Econ. Dis.) Students • High numbers of students identified for special education services • Lack of training and experience among large numbers of the teaching staff • Lack of materials to provide a depth of instructional experiences • High numbers of discipline referrals and poor school climate resulting from classroom discipline issues • Significant loss of instructional time due to the high number of students who are tardy to class • Disproportionately high numbers of discipline referrals among Blacks, Special Education, and Econ. Dis Students • Lack of significant numbers of teachers who have the capacity to provide leadership, mentoring, and training 		
<u>To address these primary needs, the Texas Middle School Transformation will:</u> <ul style="list-style-type: none"> • Hire a fulltime Project Manager/District Shepherd to work with the principal and ensure program success and coordinate the collection and analysis of academic and program data • Increase the number of themed academies from 4 to 5 in each grade (80-100 students per academy) to provide the structure for team teaching; flexible scheduling between teachers; additional planning time • Take full advantage of the resources available through the School Improvement Resource Center • Increase instructional time during academic core subjects by approximately 180 hours per year • Provide after-school academic and non-academic enrichment and a summer program (180 hours per year) • Use a variety of early-warning systems to quickly identify students who are falling behind academically and provide prescriptive intervention • Implement Response to Intervention, RTI, to quickly address individual academic problems • Provide four Instructional Intervention Specialists to work with individual and small groups • Provide four special education Inclusion teachers to work with SPED students in regular classrooms • Designate one of TWO daily teacher planning periods to ensure job embedded professional development with direct involvement of 3 Curriculum Coaches and the Project Manager • Establish a Success Academy to provide support in both academics and behavior for students with behavior issues that prevent them from being successful in the regular classroom setting and decrease disruptions for other students • Provide additional guidance counselors (no testing responsibilities) to provide responsive and proactive services • Implement a program to decrease the number of students who are late to class • Provide high quality professional development through conferences, online training, and special presentations • Implement a schedule of frequent walk-through and "mini" observations followed by discussion and feedback • Secure 21st Century technology hardware/software along with quality science and other instructional materials • Establish a Performance Based Financial Award (possible for all teachers) which is linked to clearly defined criteria and linked to student achievement and increased academic performance 		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School								488	508	468					1464
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	488	508	468	0	0	0	0	1464
Total Instructional Staff														111	
Total Support Staff														12.5	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Parent, Student, and Staff Surveys on Environment, Academics, Technology														
2	Analysis of Benchmark Scores using DMAC														
3	Analysis of TAKS scores using AEIS current year and comparison of last 3-5 years														
4	Student Tardy Rates –Tardy Software and Hardware														
5	Teacher and Student Attendance														
6	Discipline Referrals														
7	Failure Rates by Six Weeks														
8	Analysis of TAKS Scores By Teacher to Implement Financial Incentives														
9															
10															

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

Part 1: Comprehensive Needs Assessment Cont.

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

Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.

Texas Middle School (TMS) serves all of Texarkana ISD's **1,464** students in grades 6, 7, and 8. Students come from seven neighborhood elementary campuses and reflect the **striking diversity** of the district's 6,849 students.

2009-2010 PIEMS Data-Fall -Texas MS						Declining TAKS Scores 2008 to 2009			
	Black	Hispanic	White	Total	% of Total		Black	Hispanic	White
All Students	48.7%	9.6%	39.6%	1,464		Reading	-5	-2	-2
At-Risk	67.2%	13.9%	17.7%	525	36%	Math	-6	-8	0
Econ Disadv	66.4%	12.8%	19.9%	886	61%				
Special Ed	66.5%	7.6%	24.6%	224	15%				
Gifted & Tal.	19.9%	7.2%	88.9%	166	11%	Discipline (cont.)	Total	EcDis	Special Ed
Discipline Referrals	85.1%	2.7%	11.9%	2,134		Students with referrals	523	437 (84%)	271 (52%)
						Ave Referrals per student	4.1	4.3	4.9

The "At Risk, Special Education, Discipline Referrals and Declining Scores" groups do NOT mirror the campus population and reflect **significant achievement gaps**. Many of these students reside in public or subsidized housing. For most of these students, there is no legacy of post-secondary education nor active parental school involvement. Research and campus data confirm that poverty has a direct impact on academic achievement.

With the June 2009 appointment of a new principal with a proven track record of implementing positive change, the campus has embarked on collecting the data to determine specific campus needs. In addition to the data referenced above, feedback and information has been collected via student, staff, and parent surveys; walk-through and formal classroom evaluations; meetings of the Campus Quality Improvement Committee (CQIC), benchmark assessments, 3-week and 6-week student grade reports; discipline referrals; and numerous other sources.

Through an analysis of this data by the campus instructional team, the CQIC, and with the assistance of the District's central office and curriculum department, the campus has identified the following NEEDS that will be addressed throughout this grant proposal:

- Declining academic achievement among Black, Hispanic, EconDisadv, At-Risk, and Special Education Students
- Disproportionate numbers of Black, Hispanic, Economically Disadvantaged students among At Risk students
- High numbers of discipline disruptions/and "tardies" that decrease instructional time and lower student/teacher morale (reflected in high teacher absence rate)
- Inadequate funds available for intervention programs, personnel, technology, staff development and supplies
- Inexperienced teaching staff has limited knowledge of instructional strategies, behavioral interventions, and working with diverse student groups (**46% of teachers have 0-5 years of experience**)
- Curriculum gaps and lack of vertical alignment

Monitoring and data evaluation will continue to be key to campus improvement. Working with SIRC, additional, effective monitoring measures may be put into place. The following are a *sampling* of the areas that will be monitored /assessed:

- Achievement levels as measured by e-Path, classroom grades, Benchmark Assessments; TAKS: students and sub-groups -linked to teachers; services provided by Content Interventionists and Special Ed. Inclusionists; documentation of increased instructional time via daily schedule and afterschool/summer enrichment
- Discipline referrals by individuals and subgroups and tied to prior year (to measure improvement) , to individual teacher classrooms; and linked to participation in Success Academy
- Students served and services provided by guidance counselors and social worker
- Student attendance and tardy arrival to class; Teacher attendance and developed indicators of teacher morale
- Technology purchased and frequency of use in instructional program
- Professional growth among the teaching staff as measured by: participation in training; formal/informal evaluations; student achievement; discipline referrals; lessons aligned to curriculum (C-Scope via Region 8)

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Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.		
1	Staff Members including certified and non-certified personnel	
2	Students	
3	Parents	
4	Campus and District Administrators	
5	Tiger Pride Commission	
6	Instructional Services Staff Members	
7	Executive Director for Quality Assurance (data analysis)	
8	Campus Quality Improvement Committee (parents and community representatives)	
9	Independent contractors (technology)	
10		

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Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>The Texarkana Independent School District has a documented history of coordinating resources to support the implementation of new programs. The Deputy Superintendent initiated the TTIPS application process and has participated in ALL of the planning for the project. She has assured the campus principal and planning team of the district's commitment to support all activities needed to bring about transformation at Texas Middle School.</p> <p>The principal (hired August 2009) has the authority to make staffing decisions that will ensure the quality of the staff members. The TTIPS grant will fund additional staff members who will address the academic and social needs that have been determined as a result of in-depth assessments. The district has made a bold commitment toward raising teacher salaries over the past five years. As a result, the quality of applicants from our local area has improved. The financial incentives provided through the TTIPS grant will enlarge this talent pool. Newly hired teachers receive considerable support through on-campus mentoring and the district level Teacher Success Program.</p> <p>With a redesigned schedule and campus organization, the principal and campus teams have the support of all district resources. A top-notch Instructional Services staff provides leadership for teacher training. This district team will work with SIRC and other identified outside contractors to establish student-centered learning and rigor in the classroom with high levels of active student engagement. Training will focus on implementing the curriculum, using technology and other instructional resources for assessment and instructional development, and teaching through project-based and technology-based instruction. Plans are in place to work with Region 8 for technical support in implementing an aligned curriculum through C-Scope (curriculum aligned with State and National standards).</p> <p>Curriculum coaches will be assigned by the principal to provide daily support in the instructional setting and to work closely with the assistant principals to carry out a focused and consistent instructional program. The curriculum coaches will collaborate with classroom teachers and the Project Manager (serving as District Shepherd) to ensure increasing levels of academic rigor and quality implementation of curricular and instructional goals and initiatives. The Project Manager and Curriculum Coaches will attend horizontal and vertical alignment meetings within all disciplines to provide assistance with integration of technology-based and project-based learning. Ongoing data analysis support will be provided to classroom teachers by curriculum coaches to aide in the instructional decision-making process. Frequent "mini-observations" (15-30 minutes) will be conducted. These will be followed by individual conferences targeting instructional strategies, technology integration, and response to intervention (RTI).</p> <p>The principal will be fully empowered to monitor and adjust the instructional program at periodic intervals to ensure that the goals and focus of the grant initiatives remain in balance and are being consistently implemented at all levels. All support staff members assigned to grant implementation will be required to provide periodic analysis reports to the principal for review and consideration of the effectiveness of the instructional strategies utilized at TMS.</p> <p>A talented district Technology Department has the experience and skills to support the increased technology outlined in the grant. During 2009-2010, this department created a district level on-line interactive information program that allows students and parents to check grades in real-time, connect with teachers and fellow-students and receive district, campus, and classroom information easily. This program can be expanded to strengthen the TTIPS project. The district Public Relations Director has pledged assistance in disseminating information to parents and the larger community. The Project Manager will work collaboratively with the campus principal and will spend the majority of his/her time working with the campus curriculum coaches and teachers. This individual will participate in grade level team meetings and campus level administrative meetings. The PM will supervise the activities of the Project Secretary and will ensure that all appropriate data is collected and reported in a timely manner. The PM will report directly to the Deputy Superintendent and will be a member of the district's Instructional Services team. This dual relationship will ensure that grant goals are met at the campus level and with the support and oversight of central administration. The Executive Director of Quality Assurance will provide a high level of data analysis. The Executive Director of Business Operations will provide oversight for financial and budgeting requirements and reporting. This office has extensive experience in financial resource coordination and management previous grant administration and has been recognized for outstanding business practices.</p>		

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<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to one page each, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.</p>		
<p>With a new principal coming "on board" in August 2009, Texas Middle School (TMS) teachers and staff members have spent the 2009-10 school year in discussions of the total school program and needs for change. In combination with weekly instructional meetings, administrators have reviewed multiple forms of information, including empirical data, and surveys and other input from staff, students, parents, and outside community members. Surveys were compiled and the results were reviewed and discussed with administrators, campus committee members, teachers, and other district personnel. The questions within the surveys provided a good source of feedback from students and parents. Areas of high concern were identified. A discipline committee was formed to study student management and campus climate. Individual interviews were conducted to create a priority list of revisions for the 2010-2011 school year. TMS was preparing for change. When TTIPS was announced, answering NCLB's "Questions for Consideration" and "Narrowing Questions" showed that the Transformation Model – Immediate Implementation was an excellent fit.</p> <p>The Campus Quality Improvement Council (CQIC) represents parents, community members, teachers, and students. Members met to discuss aspects of the proposed implementation of the Transformation Model. Information was provided from the application guidelines of the Texas Title I Priority Schools program guidelines. Discussion topics included the three main principles that the Transformation model is based upon along with the key elements that should be integrated into the intervention model. The committee also did an in-depth evaluation of the federal requirements for the implementation of the grant and how those requirements would be integrated into the campus initiatives for reform. Key factors such incorporating an aligned curriculum that provides the necessary rigor to promote career and college readiness; ongoing professional development focused on increasing the capacity of teachers and teacher leaders in data analysis, curriculum, and differentiating instruction; creating a campus-wide climate improvement plan that would address student and teacher behavior and also provide for a wider variety of parent and community involvement; implementation of a school-wide response to Intervention plan that would address the needs of students with disabilities, limited English proficient students, as well as students who are categorized as slow-learners that struggle within the regular classroom; and discussions regarding how to increase learning time of students through a variety of means were all points of discussion within the CQIC meeting. Members of this committee include teachers, support staff, parents, community and business leaders, campus administrators and central level administrators. <u>For purposes of this grant, the CQIC will continue in the capacity of the TTIPS Advisory Council and will have continuous and ongoing participation in the evaluation and decision-making of the grant implementation, revisions, and evaluation.</u></p> <p>Texarkana Independent School District partners with Texas A & M University-Texarkana to place Alternative Certification Teachers as classroom teachers throughout the district. The university provides a campus liaison that serves as a mentor to the ACP staff members throughout their first year and works closely with campus administration to ensure an effective transition into teaching. This representative has participated in the TTIPS grant planning sessions. Many of our district Instructional Services and Central Administrative staff work directly with the college as adjunct faculty to provide well aligned instruction to students that meet district and university goals. TISD also has a professional development school in partnership with Texas A & M University where our interns receive a full year of training directly under the supervision of a master teacher. Teachers with limited teaching experience as well as those who are involved in university observation classes, traditional student teaching, and the alternative certification program will benefit from the job embedded professional development and integration of technology throughout instruction.</p> <p>Community members are able to provide input via the Tiger Pride Commission which was developed by the district to receive input from the community for the advancement of the district as a whole. Although the Commission did not specifically meet regarding TTIPS (due to timing of publication of notice), campus concerns regarding academic performance, community involvement, and technology have been discussion items. This commission of 100 members is comprised of a variety of community members including business owners, faith-based representatives, parents, grandparents and others who are interested in being involved with influencing the direction of the school district.</p> <p>All of the individuals and groups referenced above will continue to serve as sources of knowledge and direction as the TTIPS Texas Transformation Model is implemented at Texas Middle School.</p>		

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Schedule #4B—Program Description		
Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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.		
<p>Texas Middle School (TMS) will engage in a variety of interventions and will implement significant campus changes to ensure that: student achievement is increased and all Critical Success Factors are accomplished. The transformation will begin with the implementation of a new curriculum, C-Scope, aligned with the State and National Standards. This curriculum is supported by the Region service centers across the state of Texas and is currently being implemented by 700 districts and 3,029 campuses statewide. C-Scope provides a more rigorous and project-based curriculum designed to promote higher level – critical thinking skills. Instruction will be monitored on a continuous and on-going basis via multiple mini- observations, follow-up instructional coaching and modeling, and staff development and discussions within professional learning communities with a focus on horizontal and vertical curriculum alignment. Teachers will have two daily planning periods to provide the needed time to effectively implement job embedded professional development. Teachers will receive a financial award based on increased student achievement and meeting/surpassing other clearly defined targets.</p>		
<p>Student progress will be monitored formatively and at Interims through the district level data analysis system following three periodic benchmark assessments and by TAKS as the summative assessment. The campus will utilize RTI, response to intervention, managed by a diagnostic, technology based assessment program (Measuring Up – ePath) that provides daily feedback on learning objectives and can serve as an early warning system for students who are at-risk of failure. Content specific Interventionists as well as classroom teachers will modify instruction to meet individual student needs to provide appropriate interventions. The data generated by the diagnostic assessment portion will be utilized for progress monitoring. Ongoing training will be provided to teachers in data analysis and data-driven instructional decision-making. Identified special education students will have increased opportunities for success in the regular classroom with support from trained Inclusion Teachers.</p>		
<p>Increased time to utilize sharing sessions in professional learning communities will give teachers additional opportunities to analyze student data and plan instruction according to the needs of individual students. Time for teachers, curriculum coaches, and administrators to meet and discuss campus needs on an ongoing and consistent basis will create opportunities for higher levels of communication between staff and administration. By establishing an energized and supportive professional climate in which staff needs are heard and addressed, the campus climate will transform from frustration and complaints toward problem-solving and teamwork in response to student needs.</p>		
<p>By utilizing core academic teams that share joint planning times, teachers will be able to work together to provide more flexible scheduling where they can adjust times and utilize team-teaching within the core disciplines. By planning cross-curricular themed units and projects based on the academy's theme, teachers will have the ability to design their own schedules within the regular scheduled instructional day. Students will be given additional learning time via longer class periods, before and after school tutorials, and non-traditional summer programs.</p>		
<p>With support from SIRC, Positive Behavior Support will be implemented to decrease discipline referrals and improve the campus climate. The plan will create a firm, fair, and consistent disciplinary management plan designed to create an atmosphere of respect and cooperation between and among staff members and students. A Success Academy will provide a small, supportive learning community for qualified students. Extensive and ongoing professional development related to working with students of poverty and closing the achievement gap will be implemented over the three year period. Additional student counselors and a behavioral specialist will provide proactive and reactive support and services. Students will be provided additional opportunities to be involved in extra-curricular activities such as academic UIL, academy showcases, debate teams, and other student-developed activities.</p>		
<p>Activities and opportunities to promote increased parent and community involvement will be implemented. A sampling of activities will include: After school adult education classes on technology and other topics of interest; Family Nights that provide opportunities for children and their parents to work on activities together; Academy showcases that highlight student work; Student Performances; Suggestion Boxes, and Online Suggestion Forms.</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>In submitting this grant proposal, the Texarkana ISD is pledging its resources of vision, talent, and finances to the success of the Texas Middle School Transformation Intervention Project. This grant request represents the <i>beginning point</i> of the program. Considerable local funds and the coordination of state and federal funding sources represent much of the start-up and will be committed to the on-going sustainability of the program. Non-grant funding is pledged to the following (these are NOT listed in the budget portion of the grant):</p> <ul style="list-style-type: none"> Current middle school teachers, professional support staff, and current paraprofessionals No grant funds will be applied to duplicate or supplant any current positions or programs All utilities and maintenance for summer and after school programs Routine office equipment (printers, fax machines, etc) required for program administration <p>The personnel listed below will provide vital support to the TMS Transformation Intervention Model but will not receive any funding through the grant: The Deputy Superintendent will work directly with the Project Manager/District Shepherd (grant funded position). As a top decision maker in the district, this individual will maintain the district's focus, support, and attention throughout the Transformation process and develop systems to ensure the sustainability of the project's goals.</p> <p>The district's Chief Financial Officer (CPA) will work with Project Manager and the Grant Secretary to oversee the fiscal management of the TTIPS Grant. This will include the accounting records, payroll records, documentation, budgeting, financial reports, automated payment requests, and the coordination of funds from other sources.</p> <p>The Director of Public Relations will work closely with the Principal, the Project Manager, and the Deputy Superintendent to provide a quality recruitment campaign for both students and teaching staff. Publicity for middle school students, projects, and other activities will be coordinated with media outlets through this office.</p> <p>The Executive Director of Quality Assurance/MIS (CPA) will provide multiple data-driven reports for middle school staff and administrators. The existing student database systems will be programmed to provide access to monitoring specific program goals as outlined in the proposal. This individual also will serve to review reports for quality, correctness, and coordination with other district initiatives.</p> <p>The principal, assistant principals, and curriculum coaches are on staff and will work collaboratively with the teachers. These individuals will be crucial in providing leadership and support for curriculum development and instructional delivery training. Leadership assessment and on-going professional development will strengthen the skills of these individuals and develop capable, highly skilled leadership team. The middle school administrative teams will provide support for classroom teachers and will assist in providing coordination of schedules, general supplies, maintenance, and behavior support (with Positive Behavior Support, PBS, and the Student Management Plan).</p> <p>Instructional Services will provide staff, professional development, and other resources to help with the implementation of the grant. Texas Middle School will seek assistance from the School Improvement Resource Center (SIRC) as well as Region 8 Service Center and other service centers around the state. Region 8 will be providing staff development, training and some on site help in the implementation of the C-Scope Curriculum for the initial year. The district made the decision to adopt C-Scope as its curriculum in all core subject areas from K-12 prior to the TTIPS grant. The local organization, Volunteers in Public Schools (VIPS) will support the campus through campus volunteers, teacher encouragement, and celebrations of student and campus success.</p>		

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The project manager will need to have a global working knowledge of many aspects of the total education program. They should have a strong instructional background with a history of implementing successful academic programs and lowering the achievement gaps among student groups. It would also be essential to have experience working with teacher groups as an instructional leader. The project manager would need to have a commitment to the long-term vision and be able to see the implementation of the grant from a global perspective. The principal and the project manager must be able to work closely together and the project manager must be a complete support system for how the principal wishes the grant to be implemented.</p> <p>In order to be effective, the project manager must have experience in problem-solving, working with large teams of teachers and administrators, team-building capabilities and a deep capacity for leadership. They must be skilled in communicating effectively with stakeholders to clearly express the implementation aspects of the grant and the documentation requirements necessary. The project manager will serve as District Shepherd and will work under the direction and with the support of the district's Deputy Superintendent. A working knowledge of both central office and campus level operations is essential.</p> <p>TISD has contacted an individual who meets these qualifications concerning the possibility of this position. They have agreed to be considered for the position. The proposed project manager has an extensive background in school reform along with experience in administering the Comprehensive School Reform Grant as a campus principal and working closely with the School Improvement Resource Center and a Technical Assistance Provider from 2001-2003. This individual is a certified curriculum auditor through the Curriculum Management Systems, Inc (CMSI)</p> <p>Curriculum Management Systems, Inc. is a nationally recognized corporation which owns all trademark rights to curriculum auditing™, a process for school system improvement developed by Fenwick English, with the assistance of Betty M. Steffy, William K. Poston Jr., Carolyn A. Downey, Larry E. Frase, and R. Gerald Melton. Experience with the audit process has provided a valuable background in school transformation and includes training in curriculum development, aligning student work with state standards, and closing the achievement gap.</p> <p>Having served as a campus principal for over ten years, this individual has an insight into both the planning and implementation of school transformation. They have experience working with students of poverty, special education students, and students considered at-risk of failure due to a variety of circumstances. The candidate possesses a strong background in instructional leadership and management with a background built on experiences and quality professional development. Data analysis and providing leadership to utilize data as a tool to drive instructional planning has been a key piece of other successful transformation projects. In combination with ensuring that teachers incorporate a well-rounded method of instructional delivery that includes both indirect and direct instructional techniques, the project manager has implemented campus-wide walkthrough observation systems to ensure the quality of daily instruction within the classroom setting.</p>		

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<p>LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.</p>		
<p>In developing the structure of the Texas Middle School Transformation Project, it was determined that the Project Manager will serve in the role of the District Shepherd as well. The Project Manager will work directly under the supervision of the Deputy Superintendent and in coordination with the district's Instructional Services Department. The Project Manager will spend the majority of his/her time on the TMS campus but will have an office in the Instructional Services Department and will attend the regular meetings of the Instructional Services team as well as TMS campus administrative planning meetings. These relationships will guarantee that the transformation project receives on-going support and resources from the district's central office. Additionally, this will facilitate the coordination of all district resources and prevent duplications of resources, time, and effort.</p> <p>The Project Manager will work closely with the campus principal and serve as a support system to the principal and the campus for the duration of the transformation process. This person will be available to serve as a resource or mentor to staff or other administrators as needed. They will be an integral part of the planning, implementation, and monitoring phases throughout the three years of the grant period. In addition, they will take an active role in problem-solving and work to remove any barriers to successful implementation. Being an active participant in staff development, planning, and implementation is a critical factor to success, and this person must take ownership for the success of the transformation as well as support all components of the process.</p> <p>The Project Secretary will work under the direct supervision of the Project Manager. This individual must have excellent office/computer competencies, efficient organizational skills, effective communication skills, and positive interpersonal skills. The Project Secretary must be an independent worker and have the ability to organize information into reports and submission-ready documents. The Project Secretary will prepare materials and reports that support all of the activities of the Transformation Project and the Project Manager.</p> <p>Texarkana Independent School District will provide Texas Middle School with the full support of the Instructional Services Department. In the implementation of C-Scope Curriculum, Instructional Services, in partnership with the Region Service Center, will provide staff development related to the use of the curriculum, as well as use of variety of instructional delivery methods to ensure that all students are learning and understanding the concepts being taught. Instructional Services personnel will provide help in preparing materials and resources for staff development for the campus in relation to C-Scope, professional learning communities and any outside presenters contracted to provide professional development services to the district. This department will also be responsible for scheduling the necessary rooms, providing communication to staff members regarding the scheduling of staff development, and being present to conduct the training or assist the presenters in any way necessary. Instructional Services will provide TMS with data analysis reports generated from a variety of assessments to ensure that student progress is being monitored in a timely manner.</p> <p>The principal will receive additional support for implementation through the use of campus-based curriculum coaches (instructional leaders) who have expertise in a variety of areas. The curriculum coaches will work closely with the Instructional Services department along with the individual (project manager) that the district has assigned to be the support system for the campus and principal. They will have the greatest ability to impact instruction because these are the people that will spend the greatest time within the classroom setting working directly with teachers and impacting the level of student instruction. Coaches will receive training on implementing the curriculum, horizontal and vertical alignment, differentiated instruction, professional learning communities, and project and technology-based instruction. The curriculum coaches will be based at the campus level and report directly to the principal. They will hold weekly meetings to provide the principal with documentation that addresses the impact of the interventions within the classrooms.</p>		

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<p>Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.</p>		
<p>Sustaining grant generated programs is a major challenge. While financial funding will not continue, program and system changes will remain. It is important that the Texas Middle School organizational, cultural, and instructional changes become thoroughly a part of the campus culture during the three-year project. The structures that are put into place and "fine tuned" into smooth delivery are those that will have long-lasting impact. Therefore, it will be important to begin as quickly as possible and with a multitude of pre-planning and resources.</p>		
<p>Increased leader capacity will be built as the principal, project manager, assistant principals, curriculum coaches, and instructional services personnel will participate in 3-years of high level professional development. Teachers will be included in much of the leadership training. All of the training will be clearly focused on specific areas of need as identified through continuous assessment of student achievement, teacher and leader effectiveness, and organizational effectiveness. Indeed, increased skills related to structuring program and individual assessment will be a large part of the project legacy. Many of these leaders will become district trainers. For years beyond the grant project, TISD will have a well-trained pool of instructional leaders.</p>		
<p>Themed academies (introduced in 2008-2009) can be sustained because they are already an integral part of the school. Modifications have been made to improve and adjust the academy experience. With approximately 500 students per grade level, in 2010-2011 an additional academy will be added to bring the total to five per grade level. A team of teachers work with the same 85-100 students throughout the year. In these smaller learning communities, relationships are formed and students are less likely to "fall between the cracks" socially and academically. The academies each have a specific focus: Science, Technology, Engineering, and Mathematics (STEM); Health Science and Medicine; Law and Public Service; Arts and Communication; and Technology. The academies will strengthen each year as campus culture becomes engrained and the capacity of the staff members increases through professional development and working within their professional learning communities.</p>		
<p>Campus schedule/organizational changes/extended learning time will be sustained beyond grant funding. The addition of Curriculum Coaches and the revision of the daily schedule to provide extended core instructional time and two planning periods was planned prior to grant funding.</p>		
<p>Technology-based instruction and project-based instruction will be embedded into daily instructional expectations over the three year period and will continue to be monitored and adjusted depending upon the needs of the student throughout the three year grant period and continuing. The ultimate goal is that our <i>entire campus will become a Science, Technology, Engineering, and Mathematics school</i> with themed career and college readiness academies using STEM as a foundation. Grant purchased technology and increased teacher capacity will continue for years beyond the 3-year period.</p>		
<p>Campus climate improvements will continue beyond funding. Campus culture take time to develop and the positive innovations brought about through a personalized learning environment, well equipped classrooms, and prepared teachers who feel valued and appreciated, and a culture that celebrates success will continue. The behavioral support and student management training that teachers have received and incorporated into their classrooms and teaching styles will continue to result in positive relationships and student success.</p>		
<p>As teacher quality grows through professional development (embedded in the daily schedule as well as selected sessions outside of the regular day) the skills and strategies implemented will continue. New teachers will be mentored by teachers who are skilled in: collecting assessment data; analyzing data accurately and using the results to make effective instructional decisions. The implementation of a curriculum that is fully aligned (C-Scope) with State and National Standards will also become a sustainable part of the campus reform effort.</p>		
<p>The most important indicator is that higher levels of student achievement will follow the 2,500 + students who will be directly impacted over the 3-year project period. More of these students will be ready for high school, entering high school with high school credits and be career and college-ready. With an emphasis placed on higher level questioning and additional project-based and technology-based learning, students will be better equipped to meet the demanding challenges of today's society. In the lives of these students the impact will last a lifetime ... priceless!</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Texas Middle School and Texarkana ISD are choosing to partner with the School Improvement Resource Center (SIRC) and Region 13 for support and technical assistance in implementing the Transformational Model of Intervention. The campus and district anticipate the development of a collaborative relationship and look forward to the opportunities provided through conferences, visits from SIRC professionals, online training, program and personnel reviews, and the multitude of resources available through this partnership. It is anticipated that the Summer Team Training will ensure that TMS gets off to a positive start and can quickly implement the critical elements of transformation.</p> <p>Other external providers will be selected on the basis of: continuous and ongoing analysis of data regarding student academic performance; results from surveys of staff, students, parents, and community member; relevance to the initiatives the campus has identified; analysis of the effectiveness of initiatives already in place that are designed to increase the level of instruction and improve student achievement; and discussion with members of the Campus Quality Improvement Council; feedback from members of the Instructional Services Department, campus curriculum and administrative personnel; and research findings and site visits regarding effective programs and/or interventions designed to raise student achievement.</p> <p>Existing partnerships with Texas A & M University-Texarkana, The East Texas STEM Center – UT Tyler, and Region 8 will support the district/SIRC partnership in securing products and services that are a good match for identified campus needs. Prior to choosing external staff development providers, presenters will furnish a history of effectiveness in providing quality staff development. Solid unbiased research data and references from other districts will be secured. For lasting change, we will seek presenters, materials and partnerships that provide on-going training. The Project Manager will work with the principal and curriculum coaches to infuse newly presented strategies into with in-depth discussion and application during the daily instructional teaming periods. Based on identified needs and prior positive outcomes, it is anticipated that the following providers will be considered during years two and three: Ruby Payne: Teaching Children from Poverty; Great Expectations: Inspiring Students to Pursue Academic Excellence; Spencer Kagan: Cooperative Learning.</p> <p>Site visits to schools with similar demographics may be employed before major program purchases are made or staff development is scheduled. Programs that allow for training campus or district personnel to become trainers would be desirable. In this way, training can be continued by district personnel once the grant period has ended.</p> <p>Careful consideration and planning will proceed to the purchase of specific academic programs and materials. These selections must reflect documented research and be fully aligned with the State Standards. An in-depth comparison of different programs will be completed to determine alignment in content and context, depth of complexity, amount of material involved, ease of implementation and support from consultants. The company must be willing to provide initial and follow-up training in the use of the product with continued support from a designated representative. Results from other schools that show dramatic student achievement gains would lend credibility to the program. A program evaluation tool will be developed with assistance from existing partnerships which will serve as a long term progress monitoring tool.</p> <p>Program evaluations will be done of current and existing programs to determine if they should continue to be a part of the campus transformation. When considering instructional programs, it will be determine if the program is truly an instructional resource designed to enhance the regular program versus something that claims to be a quick fix program. Quality resources and materials that are used as a supplement to the main curriculum to reinforce student learning will be carefully researched and once implemented, they will be consistently monitored and evaluated for effectiveness.</p>		

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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.		
<p>No specific site visits have been determined as of the writing of this document. However, funds have been designated for this purpose. Specific site visits will be determined after meeting with the SIRC representatives. A site visit will include representatives from staff, parents, and administrators.</p> <p>The outcomes of the site visits would be critical for giving us insight into models of excellence in specific initiatives. Our research would include campuses and districts that are implementing project-based learning at very high levels, or those that have a commitment to teaching with technology as a foundational piece of the curriculum. Another very critical piece to the long term success of our transformation will be to have opportunities to visit schools that are <i>effectively</i> implementing professional learning communities and response to intervention programs. One of the focuses of our research into schools would be to find those that have success stories aligned to the initiatives we have planned for implementation at our own campus. Just as we know teachers must see excellence modeled, we must see excellence modeled to bring in new and innovative ideas for growth. The philosophy of Texas Middle School has moved from one of change to one of growth. It is our mission that we will become a community of learners characterized by a pervasive attitude of positivity, growth, and learning.</p>		

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<p>Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.</p>		
<p>N/A – The district does not have any eligible Tier I or Tier II campuses.</p>		

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Part 3: Intervention Model		
Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<div style="margin-bottom: 10px;"> <input type="checkbox"/> Turnaround </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Closure </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Restart </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Transformation </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> Tier III Modified Transformation </div> <div style="margin-bottom: 10px;"> <input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center </div> <div style="margin-bottom: 10px;"> <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model </div> <p><i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i></p> <div style="margin-bottom: 10px;"> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE </div>		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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Section B: Model Selection Process –Describe in detail:		
1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Part 1-When the district received notice that Texas Middle School was listed as eligible to participate in the TTIPS Grant as a Tier III campus, the campus instructional team immediately knew that the timing was perfect. Recent TAKS data reflects an overall decline in academic achievement. The gap in achievement between economically and non-economically disadvantaged students, student groups by ethnicity, and between regular education and special education students continues to rise. The current principal was hired for the 2009-2010 school year to transform the campus, implement research-based instructional practices and provide a clear focus for academic success to TMS. She brought with her an extensive knowledge of project-based learning, technology-integrated instruction and an overall expertise in instructional design and delivery. As we studied the four models, answered the "Narrowing Questions," and read each intervention model's listing of "Musts and Mays", it became very clear that this campus was already involved in the process of planning for dramatic change in the coming years. These Initiatives are perfectly aligned with the Transformation Intervention Model as listed below:</p> <ul style="list-style-type: none"> • The campus principal was hired as a transformation principal one year ago. • Themed learning academies have been restructured to better prepare students for college and career readiness standards as well as providing small learning community environments. • Professional development has become a focus and will continue to be the driving force moving the campus forward to exceptional student performance. It is the desire of the campus to implement quality, sustainable professional development that includes professional learning communities, project-based learning, technology-integrated instruction, training to more effectively work with students of poverty, response to intervention to close the achievement gap, and the continued implementation of a research-based long range professional development plan designed to build capacity for leadership in all staff members. • Recruitment of highly-qualified teachers with proven results in critical needs areas. • The principal has effectively evaluated the staff the first year and is currently making assignment changes to ensure that the most highly qualified personnel are in the appropriate placements. • The need for teacher incentive and reward programs has been a topic of many discussions in relation to both student performance and teacher attendance. • The District offers opportunities for higher learning by offering a Master of Science Degree in Curriculum and Instruction at no cost to the employee. • Texas Middle School will begin to train teachers on the analysis of data and how that relates to instructional planning. • Response to intervention with a focus on our special education students, regular education students considered at-risk of failure, and limited English proficient students. <p>After reading through the requirements and additional initiatives that the campus will be allowed and encouraged to implement, we began the process of including more stakeholders to gain input from a variety of sources to make final determinations whether to proceed with the grant or not . Although the grant process has been difficult, it has been completed by a local TEAM. Although the team lacks the polish of professional grant writers, the proposal brings with it the ground level concerns, discussions, heart and goals of the people that will be involved in the implementation. We believe that this is a strength, and know that the funding and technical support the TTIPS Project will provide will be the defining piece in moving our campus to a 21st century learning environment.</p>		

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

Part 3: Intervention Model

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

All stakeholders were in full agreement that it was a positive opportunity for the campus as well as the district as a whole. The middle school is an extremely important transitional level. Texas Middle School serves ALL of the district's sixth, seventh, and eighth grade students. The middle years are some of the most formative years for children as they begin to make more independent choices while experiencing a wide variety of social and emotional issues. This is where they receive their learning that prepares them for high school and beyond. It is our responsibility to ensure the success of every student. Using this transformation model, it is our goal to become a high-performing middle school with a school-wide foundation of Science, Technology, Engineering, and Mathematics (STEM) education within themed learning academies focusing on college and career readiness standards that others will visit to gain insight into the most current and relevant instructional models directly linked to student achievement.

Part 2-Staff development will set the foundation for upcoming initiatives and their implementation through the Transformation Model. At the end of the current school year, all remaining staff and any new staff members will be trained on the learning academies followed by training in project-based learning in June 2010. The focus will then move to technology-integrated instruction since a large portion of the budget will be utilized for additional technology hardware. Campus administration feels that this initial training is critical to complete prior to the start of the 2010-2011 to ensure that all teachers understand the foundational aspects of growth in expanding their ability to teach in more non-traditional student-centered learning environments. Listed below are the anticipated professional development (PD) dates and Implementation dates scheduled for the 2010-2011 school year: (It is anticipated that this listing will be modified following the TTIPS Summer Conference)

- June 2010: Data analysis and end-of year testing, semester grades, attendance/tardy data for 2009-2010 TMS students and incoming sixth grade students from the district's seven elementary feeder campuses
- June 2010: Identify the in-coming sixth grade students who are "at risk of failure" and will be recruited for the Summer Jump Start Academy in August.
- June 2010: Academy Training; Project-Based Learning Training
- June 2010: Planning for Summer Jump Start Academy

- July 2010: TTIPS Summer Team Training
- July 2010: Develop job-embedded professional development plan for Year 1
- July 2010: Summer Jump Start Academy for any fifth graders that failed the first administration of the Texas Assessment of Knowledge and Skills test.

- August 2010: Technology Training (Texas Computer Education Association TCEA)
- August 2010: Introduction of Professional Learning Communities
- August 2010: Implementation of the Success Academy in grades 7 and 8
- August 2010 – May 2011: Ongoing PD utilizing professional learning communities
- August 2010 – May 2011: Weekly job-embedded PD aligned to program goals/objectives during teaming hour
- August 2010: Complete first 90-day action plan
- August 2010: Implement Positive Behavior Support (PBS) Interventions

- September 2010: Begin Response to Intervention following training with Interventionists
- September 2010: District Snapshot
- September 2010: Teacher Leaders begin collecting observation data to guide professional development
- October 2010: Review progress toward goals in 90-day action plan

Teachers are provided with a one hour planning/conference period and a one hour academic teaming period daily. The conference/planning period is to be used specifically for instructional planning. Teachers that teach the same core academic class will meet together for planning purposes at least three days per week. During the academic teaming period, the campus will utilize this time for the purpose of: meeting as an academic team to discuss student

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

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

performance; discussing/sharing instructional strategies; participating in professional learning and dialogue; and participating in any scheduled professional trainings facilitated by curriculum coaches, principal, or lead teachers. Calendars will be created that delineate certain dates for particular trainings and those will be disseminated to classroom teachers prior to the end of the current school year.

During this first year of implementation, an immersion in the use of technology will also become a major portion of the team training times as well as district staff development training dates. With the addition of wireless laptop carts, iPad carts, iPod Carts, and additional interactive white boards (mimios), teachers will need immediate and ongoing training to utilize this current technology within the classroom to provide meaningful learning experiences for students.

Analyzing data will be another critical success factor in transforming the school from good to great. The teaming period would also allow for consistent and ongoing evaluation of data. The campus will utilize two major forms of data coming from the District accountability program – DMAC and ePath. DMAC will be used to provide data on relevant, valid, and periodic benchmark assessments. Teachers will be provided with weekly training in the use of data and how to analyze that data to make instructional decisions. The second form of data analysis will be structured to monitor all students but more specifically the at-risk and/or special education students. E-Path is an excellent tool for progress monitoring followed by prescriptive lessons based on student performance. This program provides a diagnostic assessment program that is user friendly and comprehensive in the information that is calculated on a per student basis.

A typical weekly calendar for the one hour teaming period could be: Monday: Teaming to address student behavior or academic performance; Tuesday: Professional Learning Communities – by discipline or team; Wednesday: technology training; Thursday – Data Analysis; Friday – Teaming to address student behavior or academic performance.

A Success Academy will be implemented to target the 20-25 most disruptive students (both regular and special education) in 7th and 8th grade. Grade 6 will be added during year two. In order to choose the appropriate teachers for this particular academy, experienced well qualified teachers that possess a passion for teaching and learning would be necessary for the academy to be successful and provide students with the opportunity to learn techniques that will help them begin to understand and find ways to decrease the behavior issues in and outside the classroom. A counselor and behavior specialist will both be hired utilizing grant funding and their primary responsibility would be working with students in the Success Academy utilizing individual counseling, whole group and small group, positive intervention programs designed to build intrinsic motivation versus relying on extrinsic motivation to encourage cooperation.

Students failing TAKS reading or mathematics (regular and special education) will be provided with an opportunity to attend a Summer Jump Start Academy to help alleviate gaps in instruction as well as providing an innovative and non-traditional summer academic program. Students will be immersed in project-based learning that is designed to promote higher levels of critical thinking. In order to help our struggling students be more prepared to meet the rigor of today's expectations, we must begin a paradigm shift of how we expect students to learn and teachers to teach. Data will be recorded and analyzed on students enrolled in the Jump Start Academy and in the after school enrichment programs to determine the effectiveness of these initiatives as students progress through each school year.

Students that are at-risk as defined by beginning of year benchmark assessments and the previous year's TAKS score will be targeted to attend an afterschool enrichment program. This program will be held on Tuesdays and Thursdays beginning the eighth week of school. Students will receive one hour of instruction in the areas of weakness using both specific, targeted response to intervention instruction along with non-traditional technology and project-based instruction. The second hour will utilize school personnel, community members, and contracted instructors to implement classes that a large majority of our at-risk students do not get to experience, such as: gymnastics, dance, art, music lessons, etc. By providing a mixture of activities, we will provide students with opportunities to expand their cultural learning environment.

In summary, the main areas of focus for the 2010-2011 school year include professional development related to instruction planning and delivery; development and training in utilizing technology as integrated instructional tools; and analysis of data to individualize instruction for every student and provide a foundation for instructional planning.

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

Part 3: Intervention Model

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

Another focus is included in the implementation of the Success Academy and will be designed to remediate and alleviate the misbehavior of our most problematic students. Immersing at-risk students in after-school and summer enrichment programs can expand their awareness of the world around them and provide an understanding of the potential for growth in their lives. If we expect our students to positively accept change and be flexible then staff members should model an excitement for growth and learning.

Years two and three will begin during the summer with analysis of a comprehensive needs assessment that includes student-staff-parent-community surveys, data analysis of TAKS Scores, analysis and comparison of discipline referrals and all program evaluations of implemented strategies and initiatives. Following the comprehensive needs assessment, all relevant data will be compiled into a report and the Campus Quality Improvement Council, campus administrators, the project manager, and other district level staff involved with the grant will have the opportunity for review and to provide input for the upcoming year. Program goals and objectives will be reviewed and revised if necessary dependent upon the results and information gained from the comprehensive needs assessment.

The campus will continue the transformation by focusing on extended levels of professional development, higher levels of analysis of data and continued expansion of technology integration and project-based learning. With our goal of becoming a high quality results-driven middle school with a foundation in Science, Technology, Engineering, and Mathematics (STEM), we will continue to provide staff members with the additional tools for teaching at higher levels. Teachers will continue to plan cross-curricular units aligned with themed academies with an underlying theme to include STEM education in all aspects for all students. If data analysis shows that the program goals and objectives were met and student achievement showed expected gains, the following professional development dates will be scheduled for the 2011-2012 school year:

- December 2010- January 2011: Review progress of fall 90-day action plan
- January 2011: Write second 90-day action plan
- January 2011: Review the behavioral data and PEIMS to analyze PBS implementation
- January 2011: Begin online courses
- January – April 2011: Implement targeted professional development based on classroom observation data and student data

- March 2011: Review progress toward goals in 90-day action plan

- June 2011: Analyze progress toward goals in the previous 90-day action plans
- June 2011: Develop plan for classroom interventions for Positive Behavior Support (PBS)
- June 2011: Data analysis and end-of year testing, semester grades, attendance/tardy data for 2010-2011 TMS students and incoming sixth grade students from the district's seven elementary feeder campuses
- June 2011: Identify the in-coming sixth grade students who are "at risk of failure" and will be recruited for the Summer Jump Start Academy in August.
- June 2011: Initial Academy Training for all New Staff Members and follow-up training as needed
- June 2011: Project-Based Learning- all New Staff Members and follow-up training as indicated -observation data
- June 2011: Review and revise professional development plans. Evaluation and follow-up training on the implementation of professional learning communities. The Professional Learning Community Continuum Rubric will be used to 1) evaluate level of first year implementation and 2) set goals for 2011-2012
- July 2011: Review and revise needs assessment
- July 2011: Attend Summer Seminar
- July 2011: Attend NSDC Summer Conference
- July 2011: Planning for Summer Jump Start Academy

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Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<ul style="list-style-type: none"> • July 2011: Summer Jump Start Academy for any fifth graders that failed the first administration of the Texas Assessment of Knowledge and Skills test. • August 2011: Write new 90-day action plan • August 2011: Technology Training (Texas Computer Education Association TCEA) • August 2011: May 2012: Ongoing technology training in integration in core content areas of all academies. • August 2011: Professional Speakers (Ruby Payne, aha process; Kagan Cooperative Learning, etc.) • August 2011: Continue Success Academy in 7th and 8th grades and add to 6th grade • August 2011: May 2012: Ongoing professional development utilizing professional learning communities • August 2011: May 2012: Weekly Profess.Dev. aligned to program goals and objectives within teaming hour. • September 2011: Begin 2011 Response to Intervention Program • September 2011: Implement classroom level PBS interventions • September 2011: Continue online courses/Begin action research projects • September 2011: Implement revised and updated professional development plan • January 2012: Write new 90-day action plan/ Continue Online learning • January 2012: Teacher Leaders collect data for Action Research Projects • January 2012: Review behavior data to evaluate effectiveness of PBS interventions <p>If data analysis shows that any program goals and objectives were not met and student achievement did not show adequate gains, an additional evaluation will be completed and a revision of the components will take place prior to June 2011. Any program changes will be documented and filed for amendment purposes if needed. A full comprehensive needs assessment will be done at the end of each year to determine effectiveness of initiatives. The following timeline for implementation and professional development will be in place for the school year 2012-2013:</p> <ul style="list-style-type: none"> • June 2012: Conduct intense data review and process evaluation – including data on in-coming 6th Teacher leaders present initial findings on action research topics • June 2012: Identify the in-coming sixth grade students who are “at risk of failure” and will be recruited for the Summer Jump Start Academy in August. • June 2012: Initial Academy Training for all New Staff Members and follow-up training as needed June 2012: Project-Based Learning all New Staff Members and follow-up training as needed on a consistent basis. • June 2012: Evaluation and follow-up training on the implementation of professional learning communities. The Professional Learning Community Continuum Rubric will be used to 1) evaluate set goals for 2012-2013 • July 2012: Attend Summer Seminar • July 2012: Planning for Summer Jump Start Academy/Summer Jumpstart for qualified in-coming 6th graders. • August 2012: Technology Training (Texas Computer Education Association TCEA) • August 2012: Re-administer Campus Snapshot • August 2012: May 2013: Ongoing technology training in integration within all core content areas-all academies • August 2012: Professional Develop. Speakers (Ruby Payne, aha process; Kagan Cooperative Learning, etc.) • August 2012: May 2013: Ongoing professional development utilizing professional learning communities • August 2012: May 2013: Weekly Prof. Dev. aligned to program goals and objectives within teaming hour. • August 2012: Begin 2012 Response to Intervention Program • August 2012: Begin PBS and Success Academies • January 2013: Write new 90-day action plan • January 2013: Finalize action research projects • May 2013: Collect data for PBS evaluation • June 2013: Conduct intense data review and process evaluation (What worked? What still needs focus?) • June 2013: Present action research • June 2013: Create sustainability plan / Write 90-day action plans • June 2013: Develop plan to continue use of teacher leaders as an instructional resource • June 2013: Initial Academy and Project-Based Learning Training for all New Staff Members and follow-up training as needed 		

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Part 3: Intervention Model			
Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Campus Principal		
2	Campus Administration/Curriculum Coaches		
3	Campus Quality Improvement Council		
4	Project Manager		
5	Director of Curriculum and Instruction		
6	Teacher Success Coaches		
7	Deputy Superintendent for Curriculum and Instruction		
8	Central Office Personnel		
9			
10			

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Part 3: Intervention Model		
Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.		
<p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p> <ul style="list-style-type: none"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ul style="list-style-type: none"> A. Data-driven Instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ul style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ul style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies 		

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1a	Improve Student Achievement in Reading/ELA	Narrow achievement gaps; increase rigor to raise passing rates and commended performance levels; provide targeted low-achieving student groups with high quality, data-driven instruction including appropriate supports to ensure success; provide all students with thematic learning academies incorporating student-centered higher level thinking strategies.	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	August 2010	June 2013
1a	Improve Student Achievement in Mathematics	Narrow achievement gaps; increase rigor by offering science, technology, engineering and mathematics courses that incorporate rigorous and relevant project-, inquiry-, and design-based contextual learning opportunities to raise passing rates and commended performance levels; provide targeted low-achieving student groups with high quality, data-driven instruction including appropriate supports to ensure success; provide all students with thematic learning academies incorporating student-centered higher level thinking strategies.	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	August 2010	June 2013
1a	Improve Student Achievement in Science	Narrow achievement gaps; increase rigor by offering science, technology, engineering, and mathematics courses	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a</i>	August 2010	June 2013

		that incorporate rigorous and relevant project-, inquiry-, and design-based contextual learning opportunities to raise passing rates and commended performance levels; provide targeted low-achieving student groups with high quality, data-driven instruction including appropriate supports to ensure success; provide all students with thematic learning academies incorporating student-centered higher level thinking strategies	<i>community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centeril.org/survey Chapter 3 - Learning		
1a	Improve Student Achievement of African American Students in Reading/ELA	Narrow achievement gaps; increase rigor to raise passing rates and commended performance levels; provide targeted low-achieving student groups with high quality, data-driven instruction including appropriate supports to ensure success; provide all students with thematic learning academies incorporating student-centered higher level thinking strategies.	Bireda, S. (2009). <i>A look at community schools.</i> Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/10/community_schools.html Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centeril.org/survey Chapter 3 - Learning	August 2010	June 2013
1a	Improve Student Achievement of African American Students in Mathematics	Narrow achievement gaps; increase rigor by offering science, technology, engineering, and mathematics courses that incorporate rigorous and relevant project-, inquiry-, and design-based contextual learning opportunities to raise passing rates and commended performance levels; provide targeted low-achieving student groups with high quality, data-driven instruction including appropriate supports to ensure success; provide all students with thematic learning academies incorporating student-	Bireda, S. (2009). <i>A look at community schools.</i> Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/10/community_schools.html Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centeril.org/survey Chapter 3 - Learning	August 2010	June 2013

		centered higher level thinking strategies			
1a	Improve Student Achievement of African American Students in Science	Narrow achievement gaps; increase rigor by offering science, technology, engineering, and mathematics courses that incorporate rigorous and relevant project-, inquiry-, and design-based contextual learning opportunities to raise passing rates and commended performance levels; provide targeted low-achieving student groups with high quality, data-driven instruction including appropriate supports to ensure success; provide all students with thematic learning academies incorporating student-centered higher level thinking strategies	Bireda, S. (2009). <i>A look at community schools</i> . Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/10/community_schools.html Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school</i> . Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	August 2010	June 2013
1a	Improve Student Achievement of Special Education Students in Reading/ELA	Narrow achievement gaps; increase rigor to raise passing rates and commended performance levels; provide targeted low-achieving student groups with high quality, data-driven instruction including appropriate supports to ensure success; provide all students with thematic learning academies incorporating student-centered higher level thinking strategies.	Bireda, S. (2009). <i>A look at community schools</i> . Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/10/community_schools.html Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school</i> . Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	August 2010	June 2013
1a	Improve Student Achievement of Special Education Students in Mathematics	Narrow achievement gaps; increase rigor by offering science, technology, engineering, and mathematics courses that incorporate rigorous and relevant project-, inquiry-, and design-based contextual learning opportunities to raise passing rates and commended performance levels; provide targeted	Bireda, S. (2009). <i>A look at community schools</i> . Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/10/community_schools.html Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous</i>	August 2010	June 2013

		low-achieving student groups with high quality, data-driven instruction including appropriate supports to ensure success; provide all students with thematic learning academies incorporating student-centered higher level thinking strategies	<i>Improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning		
1a	Improve Student Achievement of Special Education Students In Science	Narrow achievement gaps; increase rigor by offering science, technology, engineering, and mathematics courses that incorporate rigorous and relevant project-, inquiry-, and design-based contextual learning opportunities to raise passing rates and commended performance levels; provide targeted low-achieving student groups with high quality, data-driven instruction including appropriate supports to ensure success; provide all students with thematic learning academies incorporating student-centered higher level thinking strategies	Bireda, S. (2009). <i>A look at community schools.</i> Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/10/community_schools.html Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	August 2010	June 2013
1a	Improve Student Achievement of Economically Disadvantaged Students in Reading/ELA	Narrow achievement gaps; increase rigor to raise passing rates and commended performance levels; provide targeted low-achieving student groups with high quality, data-driven instruction including appropriate supports to ensure success; provide all students with thematic learning academies incorporating student-centered higher level thinking strategies	Bireda, S. (2009). <i>A look at community schools.</i> Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/10/community_schools.html Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	August 2010	June 2013
1a	Improve Student Achievement of Economically Disadvantaged Students in Mathematics	Narrow achievement gaps; increase rigor by offering science, technology, engineering, and mathematics courses that incorporate rigorous	Bireda, S. (2009). <i>A look at community schools.</i> Washington, DC: Center for American Progress. Retrieved from http://www.americanp	August 2010	June 2013

		and relevant project-, inquiry-, and design-based contextual learning opportunities to raise passing rates and commended performance levels; provide targeted low-achieving student groups with high quality, data-driven instruction including appropriate supports to ensure success; provide all students with thematic learning academies incorporating student-centered higher level thinking strategies.	rogress.org/issues/2009/10/community_schools.html Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning		
1a	Improve Student Achievement of Economically Disadvantaged Students In Science	Narrow achievement gaps; increase rigor by offering science, technology, engineering, and mathematics courses that incorporate rigorous and relevant project-, inquiry-, and design-based contextual learning opportunities to raise passing rates and commended performance levels; provide targeted low-achieving student groups with high quality, data-driven instruction including appropriate supports to ensure success; provide all students with thematic learning academies incorporating student-centered higher level thinking strategies.	Bireda, S. (2009). <i>A look at community schools.</i> Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/10/community_schools.html Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	August 2010	June 2013
1b	Implement C-Scope Curriculum which is aligned with State and National Standards to increase demonstrated proficiency on state assessments	Align instructional content and delivery vertically and to state standards and assessments; improve student achievement; possess a data-driven tool with which to analyze and modify curriculum as needs change.	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 2-The Executive Function Chapter 3: Learning Glatthorn, Allan A., Floyd Boschee, and Bruce M. Whitehead. Curriculum Leadership: Development	August 2010	June 2013

			and Implementation. Thousand Oaks: SAGE, 2006. Print.		
1a,c	Implement Response to Intervention Program in 6 th , 7 th , and 8 th Grade	Enhance instruction by the continuous use of data-driven decision making in planning, differentiate instruction to address individual needs.	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	August 2010	June 2013
1a,b,c	Provide training for implementation of project-based learning	Increase level of rigor by incorporating higher level-critical thinking-, and project-based instruction, utilize themed academies that prepare students for careers and college	Davis, J. (2008) <i>Project-Based Learning. Teaching Students To Think: Educational Leadership</i> , V65, Number 5, 80-82	June 2010	June 2013
1a,b,c	Provide training for implementation of technology-based learning	Increase level of rigor by incorporating higher level-critical thinking-, and technology-based instruction, utilize themed academies that prepare students for careers and college	National Center for Technology Innovation. (2009). Unleashing the Power of Innovation for Assistive Technology. Retrieved from http://www.nationaltechcenter.org/index.php/2009/11/16/rpt-innovation-for-assistive-technology/ An Issue Paper by the National Center for Technology Innovation that outlines five key themes in technology development that define "state-of-the-art" educational and assistive technologies	Summer 2010	June 2013
1a,b,c	Implement professional learning communities	Develop more effective staff through ongoing and continuous professional development, horizontal and vertical alignment and planning time, training and opportunities to participate in continuous analysis of data, and continuous monitoring of instruction through analysis of data	Galvin, M., & Parsley, D. (2005). Turning failure into opportunity. <i>Educational Leadership</i> , 62. Retrieved from http://www.ascd.org/publications/educational_leadership/summer05/vol62/num09/Turning_Failure_Into_Opportunity.aspx Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic	August 2010	June 2013

			Development Institute. Retrieved from www.centerii.org/survey Chapter 2		
1b	Provide training for continuation of implementation of themed smaller learning academies	Implement smaller learning academies tailored to the middle school level to provide for better relationships, higher student achievement, and prepare students for college and careers.	http://www.centerii.org/handbook/Resources/4_B_h_Thematic_Learning_academies_hs.pdf	June 2010	June 2013
1a,b,c	Implement inclusion in mathematics in grades 6,7, and 8	Provide special education students with additional academic support within the classroom, provide opportunities for team-teaching after training, reduce class size ratio to increase instructional time and minimize discipline problems	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	August 2010	June 2013
1c	Implement a consistent administrative walk-through system	Continually evaluate instructional delivery through multiple observation-based assessments	Downey, Carolyn J. <i>The Three-minute Classroom Walk-through: Changing School Supervisory Practice One Teacher at a Time.</i> Thousand Oaks, Calif.: Corwin, 2004. Print.	August 2010	June 2013

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2a,b,c	Implement professional learning communities	Enhance staff communication by providing more time for rich discussions regarding curriculum, assessment, and data, disaggregation of data, instructional planning using data, and vertical and horizontal planning	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	Weekly-Beginning August 2010	Weekly-Ending June 2013
2a,b	Provide training on disaggregation of data during academic teaming time with teachers and curriculum coaches, administrators, and/or project manager	Promote continuous use of data to make decisions regarding student progress across core content areas and individual levels of student performance across all disciplines	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 2-The Executive Function	Daily-Ongoing August 2010	Daily-Ongoing June 2013
2a,b	Utilize benchmark assessments to monitor student growth at periodic intervals and use data to drive instructional planning to meet the needs of individual students and to evaluate teachers through measuring changes in instructional practices resulting from professional development	Evaluate and compare formative, interim, and summative TAKS-aligned assessments to monitor student growth over time, and as relates to evaluating teacher effectiveness	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 2-The Executive Function	August, Dec, March, TAKS 2010	August, Dec, March, TAKS 2013
2a,b,c	Utilize response to intervention program to monitor student progress weekly	Reform instructional strategies through daily and weekly analysis of student strengths and weaknesses to prescribe interventions in Tier I, Tier II, and Tier III levels	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic	August 2010	June 2013

		of need.	Development Institute. Retrieved from www.centerii.org/survey Chapter 2-The Executive Function		
2c	Use data to monitor student attendance	Improve school and community climate by increasing levels of attendance through communication between home and school to ensure that students are not missing critical elements of teaching	Hassel, E. A., & Hassel, B. C. (2009). The big U-turn: How to bring schools from the brink of failure to stellar success. <i>Education Next</i> , 9(1), 21-27.	August 2010	June 2013
2c	Use data to monitor number of discipline referrals disaggregated by grade, academic team, and teacher	Minimize discipline referrals to increase learning time lost due to time at home or in ISS, create an improved and consistent professional community among grades, teams, and staff.	Hassel, E. A., & Hassel, B. C. (2009). The big U-turn: How to bring schools from the brink of failure to stellar success. <i>Education Next</i> , 9(1), 21-27.	Each Six Weeks Beginning August 2010	Each Six Weeks Ending June 2013
2c	Use data to monitor teacher attendance	Increase instructional time and level of instruction to increase student performance	J. Bruno, <i>The Geographic Distribution of Teacher Absenteeism in Large Urban School District Settings: Implications for School Reform Efforts Aimed at Promoting Equity and Excellence in Education</i> , EDUC. POLY ANALYSIS 1, (2002).	Each Six Weeks Beginning August 2010	Each Six Weeks Ending June 2013
2c	Weekly team meetings to discuss student progress with teachers, curriculum coaches, principals, and project manager	Provide consistent and ongoing communication and training to assist staff effectiveness in monitoring student data to drive instructional decisions	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school</i> . Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 2-The Executive Function	Weekly - August 2010	Weekly June 2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3a	Continue Staff Development in Themed Learning Academies	Develop and increase teacher and leadership capacity and effectiveness through collaboration and professional development, improve school climate	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 4. Retrieved from http://www.centerii.org/handbook/	August 2010	June 2013
3a	Implement Professional Learning Communities	Develop and increase teacher and leadership capacity and effectiveness through collaboration and professional development, improve school climate	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school</i> . Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 2	August 2010	June 2013
3a	Provide staff development in Project-Based Learning	Develop and increase teacher and leadership capacity and effectiveness through collaboration and professional development, improve school climate	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 7. Retrieved from http://www.centerii.org/handbook/	August 2010	June 2013
3a	Provide staff development in Technology-Integrated Instruction	Develop and increase teacher and leadership capacity and effectiveness through collaboration and professional development, improve school climate	National Center for Technology Innovation. (2009). <i>Unleashing the Power of Innovation for Assistive Technology</i> . Retrieved from http://www.nationaltechcenter.org/index.php/2009/11/16/rpt-innovation-for-assistive-technology/ An Issue Paper by the National Center for Technology Innovation that outlines five key themes in technology development that define "state-of-the-art" educational and assistive	August 2010	June 2013

			technologies		
3a,b	Utilize flexibility of Academic Teams for Team Teaching and flexible scheduling	Provide teachers flexibility to tailor their scheduled time meet student needs	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 5. Retrieved from http://www.centeril.org/handbook/	August 2010	June 2013
3a,b,c	Ongoing professional development by curriculum coaches, principals, project manager, and instructional services	Develop and Increase teacher and leadership capacity and effectiveness through ongoing and consistent professional development, improve school climate	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 5. Retrieved from http://www.centeril.org/handbook/	August 2010	June 2013
3a,b,c	Establish advisory council to work closely with the principal during the implementation of the grant	Increase teacher and leadership capacity and effectiveness through teacher input and collaboration, thereby improving teacher morale and school climate	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 5. Retrieved from http://www.centeril.org/handbook/	Quarterly Meetings August 2010	Quarterly Meetings June 2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4a,c	Increase daily instructional time from 45 minutes to 1 hour in all core classes	Provide more time for student learning in the core academics including project-based learning	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	August 2010	Ongoing
4a,c	Implement Success Academy comprised of 25 highly disruptive and low-achieving students per grade	Improve school climate in this and other themed academies by decreasing discipline referrals, remediate repeat behavior problems, provide alternative and/or accelerated instructional delivery methods and provide necessary supports to increase learning time and motivation	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	August 2010	June 2013
4a,b,c	Provide a Summer Jump Start Program	Provide additional instruction to students that will be identified as at-risk due to TAKS scores in reading and/or mathematics, improve transition to middle school	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 4	June 2010; June 2011; June 2012	June 2010; June 2011; June 2012
4a,b,c	Provide an after-school enrichment	Provide response to intervention to at-risk students in Tier II instruction provide cultural experiences to improve student cultural literacy and awareness	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from	Begin Sept – 2010-2011- and 2012	End May 2011-2012- and 2013

			www.centerii.org/survey Chapter 4		
4a,c	Continue implementation of themed learning academies focused on career and college readiness	Provide flexible scheduling opportunities to continue incorporation of project-based learning, provide staff with time to utilize collaborative planning for cross-curriculum projects.	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 4. Retrieved from http://www.centerii.org/handbook/	August 2010	June 2013
4a,c	Integration of technology campus-wide in all grades and academies	Utilize flexible scheduling to further incorporate technology-based learning, utilize collaborative planning for cross-curriculum technology projects.	National Center for Technology Innovation. (2009). <i>Unleashing the Power of Innovation for Assistive Technology</i> . Retrieved from http://www.nationaltechcenter.org/index.php/2009/11/16/rpt-innovation-for-assistive-technology/ An Issue Paper by the National Center for Technology Innovation that outlines five key themes in technology development that define "state-of-the-art" educational and assistive technologies	August 2010	June 2013
4a,c	Flexible scheduling opportunities within each academic team	Utilize flexible scheduling within teams to meet the needs of specific projects or students	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school</i> . Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Chapter 3 - Learning	August 2010	June 2013
4c	Arrange staff teaming period and conference period to best provide opportunities for ongoing instructional planning	Provides additional time for staff development, planning, and professional learning community discussions	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 4. Retrieved from http://www.centerii.org/handbook/	August 2010	June 2013
4b	Augment district calendar which provides campus-based staff development for teachers to plan horizontally and vertically.	Provide staff with additional days that will be set aside within the school calendar to ensure that vertical alignment can take place as well as the horizontal alignment that is ongoing and consistent on a weekly basis.	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 7. Retrieved from http://www.centerii.org/handbook/	Updated Yearly By District	Updated Yearly By District

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5a, b	Implement family math nights	Encourage higher levels of parent involvement and participation by having parents and students work together to solve problems or perform lab exercises, provide opportunity for input through evaluations and questionnaires for parents to complete while attending.	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Community and Family Support – Chapter 4	2 per semester each year	2 per semester each year
5a, b	Implement family science nights	Encourage higher levels of parent involvement and participation by having parents and students work together to solve problems or perform lab exercises, provide opportunity for input through evaluations and questionnaires for parents to complete while attending.	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Community and Family Support – Chapter 4	2 per semester each year	2 per semester each year
5a, b	Texas Assessment of Knowledge and Skills (TAKS) information and practice nights	Provide parents with a greater understanding of the content of the assessments students will take each year, provide opportunity for input through evaluations and questionnaires for parents to complete while attending.	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Community and Family Support – Chapter 4	1 per semester each year	1 per semester each year
5a, b, c	Academy Showcases	Encourage higher levels of parent/community involvement by showcasing student work through project- and technology-based learning	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic	1 per semester each year	1 per semester each year

			Development Institute. Retrieved from www.centerii.org/survey Community and Family Support – Chapter 4		
5a, b, c	Parent Orientations	Provide better communication to parents of incoming 6 th graders by holding orientations before the start of school regarding Academics, Instruction, Projects, new Technology, and campus procedures	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Community and Family Support – Chapter 4	Prior to start of school for all 6 th grade parents each year	Prior to start of school for all 6 th grade parents each year
5b, c	Community/Student Newsletter	Develop and disseminate a campus newsletter that outlines all campus activities that students will be participating in to provide better communication to parents about upcoming events	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Community and Family Support – Chapter 4	Each six weeks beg. August 2010	Each six weeks ending June 2013
5a, b, c	Adult technology classes for parents/community members	With the available technology, provide opportunities for parents to better understand the technology that is available to students in the 21 st century, provide opportunity for input through evaluations and questionnaires for parents to complete while attending.	Bireda, S. (2009). <i>A look at community schools.</i> Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/issues/2009/10/community_schools.html Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Community and Family Support – Chapter 4	Classes once per week for one hour beg-third week of school. Each session is 6 weeks	Classes once per week for one hour beg-third week of school. Each session is 6 weeks
5a, b, c	Survey parents regularly as an opportunity to provide input regarding initiatives in place or opinions on new initiatives the campus is considering.	Provide opportunities for parent involvement by soliciting their opinion and advice on a continuous and ongoing basis	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic	Each six weeks	Each six weeks

			Development Institute. Retrieved from www.centerii.org/survey Community and Family Support – Chapter 4		
5a, b, c	Create a suggestion link on the campus website for parents to enter their ideas and opinions regarding school issues	Provide opportunities for parent involvement by soliciting their opinion and advice on a continuous and ongoing basis	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Community and Family Support – Chapter 4	August 2010 – Ongoing	June 2013
5b, c	Create a parent question/answer section on the campus website that provides information about curriculum, activities, homework, etc.	Provide better communication to keep parents more informed about important school issues	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Community and Family Support – Chapter 4	August 2010 – Ongoing	June 2013
5c	Initiate partnerships with business leaders to come speak with students on a consistent basis	Provide role models for students to meet and listen to in regard to their future plans, career and college goals, and daily motivation to excel in school	Redding, S. (2006). <i>The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school.</i> Lincoln, IL: Academic Development Institute. Retrieved from www.centerii.org/survey Community and Family Support – Chapter 4	August 2010	June 2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6b	Implement Success Academy in 7 th and 8 th Grade first year and include 6 th grade at the beginning of year two	Improve student behavior, classroom environment and teacher/student attitude by removing the 25 most behaviorally disruptive students from the main classroom settings	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 9. Retrieved from http://www.centerii.org/handbook/	August 2010	June 2013
6b	Revise and continue implementation of a school wide student management plan	Work together as a campus to provide consistent expectations for all students, which provides the foundation for quality student management	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 9. Retrieved from http://www.centerii.org/handbook/	August 2010	June 2013
6a	Implement teacher attendance incentive program	Reward low teacher absenteeism to ensure consistency, expectation and instruction of students	J. Bruno, <i>The Geographic Distribution of Teacher Absenteeism in Large Urban School District Settings: Implications for School Reform Efforts Aimed at Promoting Equity and Excellence in Education</i> , EDUC. POL'Y ANALYSIS 1, (2002).	August 2010	June 2013
6a	Implement a student attendance incentive program to reward perfect attendance each six weeks or very low absenteeism	Provide students with a motivational desire to attend school.	<i>Every School Day Counts: The Forum Guide to collecting and Using Attendance Data</i> ; National Forum on Educational Statistics	August 2010	June 2013
6c	Provide a campaign to encourage more students to participate in co-curricular and extra-curricular activities	Increase number of students who are positively engaged in activities and therefore are generally more attentive in the classroom and tend to display themselves as role models	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 8. Retrieved from http://www.centerii.org/handbook/	August 2010	June 2013
6b	Hire one counselor and one behavioral specialist to be assigned exclusively to the Success Academy	Instead of solely reacting to behavioral problems in a punitive manner, specialists will work to remediate the behavior to	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 9.	August 2010	June 2013

		decrease the repetitive nature of the behavior	Retrieved from http://www.centerii.org/handbook/		
6b	Hire an additional 1.5 FTE counselors for the campus	These counselors will serve only as guidance counselors to students, with no other extra duties. By allowing time for individual, small group and classroom counseling for all students, problem-solving skills can be more readily incorporated into our students' lives.	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 9. Retrieved from http://www.centerii.org/handbook/	August 2010	June 2013
6a,b	Continue teaming period for all core academic teams within the academies	Provide academic teams with opportunities to discuss behavior and attendance issues with students and parents on an individual and as needed basis, monitor student behavior and discipline before it escalates.	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 4. Retrieved from http://www.centerii.org/handbook/	August 2010	June 2013
6b	Implement an on-line discipline referral system	Provide teachers with an online system of submitting discipline referrals, through which administrators will be able to provide teachers with immediate feedback regarding student discipline, actions taken, and consequences provided. This creates a more consistent and reliable communication system among administration and teachers.	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 5. Retrieved from http://www.centerii.org/handbook/	August 2010	June 2013

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Texas Title I Priority Schools Grant					
Schedule #4B—Program Description					
Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7a	Utilize C-Scope reconciliation documents each six weeks.	Provide teachers with a self-reflective opportunity to align instruction with the curriculum to avoid gaps in instruction.	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 7. Retrieved from http://www.centeril.org/handbook/	Each six weeks – August 2010	Each six weeks – June 2013
7a	Implement the district purchased Eduphoria: School Objects web-based appraisal system.	Provides administrators with multiple walkthrough documents to utilize during classroom observations as a rigorous, transparent, and equitable evaluation system and the ability to provide teachers with immediate feedback regarding classroom observations.	Downey, Carolyn J. The Three-minute Classroom Walk-through: Changing School Supervisory Practice One Teacher at a Time. Thousand Oaks, Calif.: Corwin, 2004. Print.	August 2010 Ongoing	June 2013 Ongoing
7a *	Design and develop multiple walkthrough forms with teachers, curriculum coach, and administrator collaboration that are content specific but also provide areas to address project and technology-based instruction.	Allow administrators and curriculum coaches to provide very specific feedback on the implementation of the initiatives set forth in the grant.	Downey, Carolyn J. The Three-minute Classroom Walk-through: Changing School Supervisory Practice One Teacher at a Time. Thousand Oaks, Calif.: Corwin, 2004. Print.	August 2010	June 2013
7b	Provide mathematics teachers with the opportunity to attend the Conference for the Advancement of Mathematics Teachers (CAMT)	Provides teachers with the opportunity to network with other professionals and participate in staff development geared directly toward their content area.	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 6. Retrieved from http://www.centeril.org/handbook/	Each Summer 2010, 2011, 2012	Each Summer 2010, 2011, 2012
7b	Provide science teachers with the opportunity to attend the Conference for the Advancement of Science Teachers (CAST)	Provides teachers with the opportunity to network with other professionals and participate in staff development geared directly toward their content area.	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 6. Retrieved from http://www.centeril.org/handbook/	Each Fall 2010, 2011, 2012	Each Fall 2010, 2011, 2012

7b	Provide teachers, administrators, and curriculum coaches with the opportunity to participate in the Texas Computer Education Association (TCEA) conference	Provides staff with the opportunity to network with other professionals and participate in staff development geared directly toward the integration of technology into the daily instructional setting.	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 6. Retrieved from http://www.centerii.org/handbook/	Each Fall 2010, 2011, 2012	Each Fall 2010, 2011, 2012
7b	Conduct weekly team meetings with curriculum coaches, campus administrators, and project manager	Consistent and ongoing professional communication will provide teachers with training and feedback necessary for consistency in implementation of grant initiatives	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 6. Retrieved from http://www.centerii.org/handbook/	Weekly Documentation – August 2010	Weekly Documentation – June 2013
7b	Implement professional learning communities.	Provides teachers with time for rich discussion, data analysis, instructional planning, cross-curricular project-based planning, and horizontal and vertical content specific planning.	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 6. Retrieved from http://www.centerii.org/handbook/	August 2010	June 2013
7b	Campus administrators, curriculum coaches, and project manager will attend the National Association for Supervision and Curriculum Development Conference	Provide ongoing and continuous staff development following conference by doing follow-up training with staff members during professional learning community time.	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 6. Retrieved from http://www.centerii.org/handbook/	Spring 2011	Spring 2013
7b	Provide professional development using highly sought after and qualified professional speakers to address current and relevant educational needs and topics.	By bringing quality staff development to the district, teachers are able to stay abreast of current and relevant educational trends	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 6. Retrieved from http://www.centerii.org/handbook/	Schedule as needed – August 2010	Schedule as needed – June 2013
7b	Provide teachers with quality hands-on technology training	Assist teachers with additional strategies to incorporate technology within their daily instructional practices	enter for Technology Innovation. (2009). <i>Unleashing the Power of Innovation for Assistive Technology</i> . Retrieved from http://www.nationaltechcenter.org/index.php/2009/11/16/rpt-innovation-for-assistive-technology/ An Issue Paper by the National Center for Technology Innovation that outlines five key themes in technology development that define “state-of-the-art” educational and assistive technologies	August 2010 – Ongoing	June 2013 – Ongoing

7b	Provide teachers with consistent, ongoing training on how data analysis can drive instructional planning	Ensure that teachers have professional development that allows them to effectively analyze data and integrate that into instructional planning	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 7. Retrieved from http://www.centeril.org/handbook/	August 2010 – Ongoing	June 2013 – Ongoing
7b,c	Provide teachers with the opportunity to receive their Masters Degree in Curriculum and Instruction	Offer a Masters Degree Tuition Paid Program to staff members who qualify for acceptance as a recruiting and retention tool, and to provide for personal and career growth and opportunities	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 6. Retrieved from http://www.centeril.org/handbook/	Summer 2010	Summer 2013
7c	Provide high impact stipends to recruit quality teachers and counselors to work with high needs students	Recruit, place, and retain staff through additional stipends to provide incentive to quality educators with the skills necessary to meet the needs of students in a transformational school	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 6. Retrieved from http://www.centeril.org/handbook/	August 2010	June 2013
7c	Provide performance incentives to quality teachers who are producing quality classroom results	Reward staff that increase student achievement, Serves as a recruitment and retention tool for current staff members, Provides incentives to spend more quality time planning and designing meaningful lesson and projects.	Perlman, C. and Redding, S. (2009) <i>Handbook on Effective Implementation of School Improvement Grants</i> . Chapter 6. Retrieved from http://www.centeril.org/handbook/	Following TAKS Results June 2011	Following TAKS Results June 2013

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 4: Waiver Requests		
Applicants must check the waivers in which the LEA/campus intends to implement.		
<p><input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>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.</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>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.</p> </div> <p><input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>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.</i></p> <p><input type="checkbox"/> 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. <i>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.</i></p>		

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Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>Various quantitative and qualitative data through formative, intermediate, and summative assessments will provide the measure of program effectiveness. This data will be used to direct improvements, changes, and continuations on the local level. Below is a listing of many, although not all, of the tools that will be used in this assessment.</p> <p><u>Parent, student, teacher, and administrator surveys and rubrics:</u> All stakeholders will participate in qualitative data collections for program evaluation. Parents, teachers, students, stakeholders, and administrators will complete surveys on the grant organization as well as the content of multiple instructional initiatives within the grant. Rubrics will be completed to assess the curricular aspects of the project including the implementation levels of the professional learning communities, project-based instruction and technology-based instruction.</p> <p><u>Benchmark/Diagnostic test data:</u> Through DMAC and Measuring Up ePath data will be collected and provided to teachers and students. All test items will be aligned with the TEKS. Additionally, teachers will utilize pre- and post testing to determine mastery. The test data also will be used to modify instruction with the help of middle school administrators and assistance from School Improvement.</p> <p><u>Meeting/contacts:</u> Effective communication is one of the most important elements in the success of a program. The middle school administrators will meet with the teachers throughout the summer to finalize planning. Once school begins, teachers and curriculum coaches will meet a minimum of twice per week during teaming time to discuss instructional planning and data analysis. Teachers, curriculum coaches, campus administrators and the project manager will meet once each three weeks to analyze data and discuss successes, challenges, and solutions. The principal and project manager will collaboratively develop 90 day action plans to establish and monitor implementation timelines. Additionally, campus administration, curriculum coaches, and the project manager will monitor and observe the programs daily to determine the quality of implementation and whether improvements are needed. Curriculum coaches and campus administrators also will conduct regular walkthroughs and provide immediate feedback to the instructional staff. Programmatic and/or instructional improvements will be implemented based on student and instructional needs.</p> <p><u>Curriculum Reconciliation Forms:</u> As part of the requirements of the implementation of C-Scope, the aligned curriculum adopted by the district, teachers will reconcile their instruction with the TEKS listed each six weeks to ensure there are no gaps in their instruction. Part of the campus initiative is to help make students and teachers more self-directed and self-evaluative. A system of self-evaluation will provide opportunities for reflection and thought about the effectiveness or ineffectiveness and provide opportunities for teachers to see their own strengths and weaknesses more clearly and to continually monitor their effectiveness in the classroom.</p> <p><u>Walkthrough observation software:</u> School Objects is a comprehensive software suite that provides educators with a web-based integrated lesson planner, PDAS manager, professional development manager, forms manager, and service management system. Campus administrators will utilize this system as a comprehensive way to document and analyze instruction within the classroom. Campus and district level walk through forms can be loaded into the system and would provide the classroom teacher with immediate feedback. The software can be utilized with smart phones, laptops, and other portable devices allowing administrators to conduct walkthroughs without having to utilize paper and pen tools.</p> <p><u>Independent review:</u> The Executive Director of Quality Assurance will conduct yearly periodic independent reviews of the program. An observer from Central Office, but not involved in the daily implementation of the grant, will be able to give the campus administrators and project manager a fresh look at the progress of grant activities and offer useful feedback.</p>		

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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			
<p>Formative evaluation data will be collected throughout the project period. Initial planning meetings with teachers, administrators, and stakeholders will be held to provide an overview of the program activities and grant requirements. Administrators and teachers will review benchmark data, pre- and post test scores, and the instructional needs assessment and use this data to guide decision-making. Data will be gathered regarding student perceptions of Academy effectiveness in areas such as curriculum and instructional strategies. The information will be used for continued planning and improvement. To evaluate the quality and effectiveness of staff development, administrators, curriculum coaches, and the project manager will debrief with teachers after they have participated in these activities.</p>			
<p>Student Progress and Data</p> <p>Formative and summative assessments, including performance-based assessments, will provide data regarding student progress and achievement and will be used to identify gaps in learning. Students will team with teachers to develop rubrics and other assessments for evaluating project-based presentations. Teachers will utilize this data to determine instructional decisions regarding content and delivery. Teachers also will use DMAC and Measuring Up ePath to track student progress. Students will share the responsibility for tracking their own performance through the Measuring Up Diagnostic Assessment Program. Students will work collaboratively to develop data collection and data management tools to help them set personal learning goals. In addition, TMS will coordinate with SIRC in the summer to develop a model that determines baselines and measurable components that would be involved in measuring teacher success with student achievement, in relation to financial rewards. Although students' previous TAKS scores will be a large part of the evaluation, other methods need to be identified to include teachers with untested subjects.</p>			
<p>The TMS Advisory Council (CQIC) will periodically meet to evaluate the implementation of the grant and its components. Each quarter throughout the school year, the Advisory Council will meet to compare beginning of year data to current data provided on:</p> <ul style="list-style-type: none"> • professional development • student academic progress via classroom grades • evaluation of project and technology based instruction and implementation using rubrics • benchmark scores • student attendance • teacher attendance • discipline referrals • campus climate – through random surveys, parent comments and suggestions • Parent evaluations of family and content area nights • C-Scope Implementation • Success Academy • Counselor Referrals • Counselor Groups and Classes held • After School Enrichment Program 			
<p>Data will be analyzed using the performance measures stated in the grant application to determine if adjustments need to be made to the initiatives under current implementation. Once the advisory council has been updated with current and relevant data, discussions regarding targeted areas of improvement will determine campus actions for the next quarter.</p>			

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
Qualitative data collection: Qualitative data will be collected throughout the ongoing, formative, and summative evaluation activities, primarily from observation/walkthrough checklists, surveys, rubrics, and feedback solicited from the campus site-based team and stakeholders, including students, and at Advisory Council meetings.		
Quantitative data collection: Benchmark test scores and daily/weekly assessment results; number of parent contacts and face-to-face sessions; discipline referrals; attendance rates (teacher and student); TAKS test scores, including scores for the TAKS re-test. All assessments will be disaggregated by ethnicity, special education, economically and non-economically disadvantaged; and student passing rates by core academic subject.		
1 - Campus data will be disaggregated by administrators using ongoing, formative, intermediate, and summative evaluation activities of the following data: <ul style="list-style-type: none"> • Observation walkthroughs/checklists of classroom teachers • Surveys by students, teachers, parents, administrators, counselors, social workers, and community members • Rubrics • Professional Learning Community, Project-Based Learning, Technology-Integrated Instruction Implementation Matrices • Benchmark test scores, including disaggregated data through DMAC and ePath • Daily/Weekly Assessment results • Discipline Referrals and tardy rates • Teacher and Student Attendance Rates • TAKS Test and Retest Scores (All subgroups including ethnicity, special education, economically and non-economically disadvantaged). • Student Passing Rates by Core Academic Subjects • Parent/Family participation at campus events 		
2 - Data analysis forms will be created and used to provide comparative data over time on student growth, impact of programs implemented, success of instructional interventions, and implementation levels of technology and academy centered project-based learning. Quality of teacher instruction will be evaluated on a daily basis via Eduphoria: School Objects web-based software using campus-designed walkthrough observation checklists. <u>Principals, curriculum coaches, and the project manager will meet weekly to discuss levels of classroom instruction and how that relates to student learning by what is evidenced in the walkthrough in comparison to how students are actually performing in the classroom based on analysis of data. It is essential that all administrators working with and observing teachers are consistent in the instructional items to be targeting. The administrative team will also utilize periodic team walkthroughs to do comparative analysis on instructional checklists to ensure that all are aligned in thinking processes and diagnosis of instructional effectiveness.</u> Instructional effectiveness will also be compared to attendance data, discipline referral data, and student make-up within each classroom. A checklist will be created that lists all performance measures within the grant application beginning in Schedule #4C Part 3 - Annual Performance Goals. The campus administrators, curriculum coaches, the project manager and the campus Advisory Council will meet to determine quarterly goals for implemented initiatives. In order to continually improve instruction, this information will be used as part of the professional learning community discussions to analyze and determine the strengths and weaknesses of the implemented activities and programs. Once the data has been analyzed, adjustments can be made to instruction that will increase the level of effectiveness within the classroom setting.		
3 - By creating checklists based on short term goals using the annual performance measures as final indicators, we can effectively monitor the results of student achievement in a consistent, ongoing and reliable manner. In order to effectively evaluate the periodic implementation of initiatives, intermediate goals must be aligned with the final outcome that is hoped to be achieved in relation to student academic performance.		

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Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). Groups participating in developing campus performance goals include but are not limited to members of the Campus Advisory Council. The Council includes campus principals, curriculum coaches, teachers, support staff, professional non-teaching staff, parents, community members, the grant project manager and District Shepherd. In addition to this, several student leaders will be asked to serve on a student leadership committee to participate in goal setting leadership discussion regarding campus initiatives. Guidance from the SIRC will be crucial in regards to developing appropriate goals. The campus administrators, project manager, and other professional staff will form a Summer Transformation Team to conduct the process of developing the goals and ensuring a smooth start of grant implementation.		
The mission of Texarkana ISD is to provide an exceptional education for all learners in a quality environment which nurtures the intellectual, social, cultural and physical development of each student's overall well-being." District Goals <ul style="list-style-type: none"> • Achieve continuous improved student performance with TISD and all campuses RECOGNIZED or EXEMPLARY. • Maintain outstanding community relations and customer service. • Provide quality facilities with outstanding technological support. • Operate safe, healthy, and disciplined school environments conducive to learning. In order to set campus goals the Advisory Council and student leaders first looked at the mission statement of the district and the goals set forth by the Superintendent and the Board of Trustees. From these goals, it was the campus' desire to create goals that were consistent with district goals already in place. While preparing for the instructional plan that would formulate this grant, the goals listed below became the focal point to all planning. Initiatives listed within the grant correlate directly to the goals listed below. Some of the main initiatives have been included as examples:		
Texas Middle School Twenty-first century Instruction Guarantees Exceptional Results A Career Academy Campus 2010-2011 Goals <ul style="list-style-type: none"> • To become a recognized campus by engaging students in a rigorous and relevant curriculum using innovative instructional strategies and creating a student-centered classroom. Implement C-Scope Curriculum Implement Project-Based Learning and Technology-Based Instruction Improve Student Achievement in Reading, Mathematics, and Science Improve Student Achievement of African American Students in Reading, Mathematics, and Science Improve Student Achievement of Special Education Students in Reading, Mathematics, and Science Improve Student Achievement of Economically Disadvantaged Students in Reading, Mathematics, and Science Implement a comprehensive Response to Intervention Program in Grades 6, 7, and 8 Use data analysis to ensure success for all students Hire additional inclusion teachers to work closely with special education students to increase learning • Ensure a safe, conducive environment that encourages learning. Implement Success Academy for students in grades 7 and 8 during year one and also grade 6 in year two Continue implementation of a firm, fair and consistent student management plan Using comparative data, analyze discipline referrals from previous year to current year and monitor every three weeks Student and Teacher Attendance Incentive Program Hire additional counselors and behavioral specialists Implement an on-line disciplinary referral system to provide consistent, immediate and ongoing feedback 		

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<ul style="list-style-type: none"> • Develop a learning community that believes that all kids can be successful, NO EXCEPTIONS. Implement Professional Learning Communities Provide relevant and ongoing professional development in project-based and technology-based instruction Provide Academy training with a focus on college and career readiness Weekly team meetings to address instructional concerns, strategies and planning using relevant data analysis Provide teachers with opportunities for additional staff development by attending professional conferences relating to their core content or technology in any content area • Enhance core curriculum by incorporating the use of emerging technologies to improve student achievement. Implement technology-based instruction designed to prepare students for 21st century technological awareness Provide training for teachers on a consistent, ongoing basis on technology use and integration Ensure that the campus has a sufficient amount of technology to give students ample time to participate in the use of technology. • Initiating personalized communication with parents and businesses to establish positive community partnerships. Advisory council that includes parents, community and business leaders with direct input into the implementation of the grant Implement family math, science, and TAKS practice nights Academy Showcase nights for parents, students, community members, and business leaders Parent Orientations Student Newsletters Offering adult technology classes after school for parents or community members Periodic surveys and questionnaires to be sent to parents and community members for input Partnerships with business leaders to become presenters and speakers to students 		
<p>By comparing and aligning district goals with campus goals, which then are the foundation for creating campus initiatives and strategies, it is evident that Texas Middle School has a clear and consistent focus with plans for continued student achievement, ongoing professional development to increase instructional effectiveness, a broad implementation of campus-wide technology infusion, a commitment to establishing positive community and business partnerships, and to create a campus built on respect, collegiality that relies on students being at the center of all decision-making processes. This transformation will ultimately lead to a high performing middle school that centers on not only being a career academy campus, but a career academy campus that has established its foundation in Science, Technology, Engineering, and Mathematics education for all students. By establishing high expectations and goals focused on measurable performance objectives, TMS will continue to move toward a 21st century learning environment that consistently relates back to the mission of the school district as a whole:</p>		
<p><i>The mission of Texarkana ISD is to provide an exceptional education for all learners in a quality environment which nurtures the intellectual, social, cultural and physical development of each student's overall well-being."</i></p>		

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Part 3: Annual Performance Goals						
Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Performance in Reading	TAKS/TAKS-M	89.3%	95%	97%	98%
2	Improve Student Performance in Mathematics	TAKS/TAKS-M	77.8%	85%	90%	95%
3	Improve Student Performance in Science	TAKS/TAKS-M	78.2%	85%	90%	95%
4	Improve Student Performance of African American Students passing Reading	TAKS/TAKS-M	82%	90%	95%	97%
5	Improve Student Performance of African American Students passing Mathematics	TAKS/TAKS-M	65%	75%	80%	85%
6	Improve Student Performance of African American Students passing Science	TAKS/TAKS-M	67%	75%	80%	85%
4	Improve Student Performance of Students in Special Education passing Reading	TAKS/TAKS-M	72%	75%	80%	85%
5	Improve Student Performance of Students in Special Education passing Mathematics	TAKS/TAKS-M	60%	75%	80%	85%
6	Improve Student Performance of Students in Special Education passing Science	TAKS/TAKS-M	72%	75%	80%	85%
7	Improve Student Performance of Economically Disadvantaged Students passing Reading	TAKS/TAKS-M	84%	90%	95%	98%
8	Improve Student Performance of Economically Disadvantaged Students passing Mathematics	TAKS/TAKS-M	68.7%	80%	85%	90%
9	Improve Student Performance of Economically Disadvantaged Students passing Science	TAKS/TAKS-M	68.2%	80%	85%	90%
10	Percent of students passing C-Scope Curriculum Based Assessments given each six weeks	C-Scope Curriculum Based Assessments	DNA	75%	85%	95%
11	Percent of core staff members involved in Professional Learning Communities weekly	Team Meeting Logs	DNA	75%	85%	95%

12	Data Analysis of Instructional Strategies observed of Walk-Through performed by administration	Eduphoria: School Objects Online Evaluation System	DNA	50% DI 50%IDI Projects, Tech, Etc.	40% DI 60% IDI Projects, Tech, Etc.	30% DI 70% IDI Projects, Tech, Etc.

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Time spent in professional learning communities for the purpose of data analysis	Team Meeting Logs	DNA	36 Hrs	60 Hrs	80 Hrs
2	Time spent in data analysis of benchmark assessments to determine individual needs of students	DMAC/Team Meetings Logs	DNA	12 Hrs	24 Hrs	36 Hrs
3	Increase in use of RTI data	Program Logs from Measuring Up ePath	DNA	30 wks	36 wks	36 wks
4	Improve Student Attendance	PEIMS/Attendance Data	95.6%	96%	96.5%	97%
5	Reduce discipline referrals	PEIMS/Discipline Referrals	2134 Referrals	Reduce 25%	Reduce 40%	Reduce 50%
6	Improve teacher attendance	District Attendance Reports	96.89%	97.5%	98%	98.5%

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase participation in Professional Learning Communities	Sign-In Sheets Team Meeting Logs	DNA	40%	60%	75%
2	Increase follow-up sessions for professional development in project-based learning	Sign-In Sheets Team Meeting Logs	DNA	2 per semester	3 per semester	4 per semester
3	Increase follow-up sessions for professional development in technology-based instruction	Sign-In Sheets Team Meeting Logs	DNA	2 per semester	3 per semester	4 per semester
4	Number of Advisory Council meetings held each semester to discuss grant implementation, monitoring, and amendments	Sign-In Sheets Calendar	DNA	2 per semester	3 per semester	4 per semester

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Compare discipline referrals per year total to the number pre-and post-implementation of the Success Academy	PEIMS/Teacher Documentation	DNA	15% Decrease	20% Decrease	30% Decrease
2	Percentage of Special Education students attending Summer Jump Start Program passing Reading	TAKS/TAKS-M	DNA	80%	88%	95%
3	Percentage of Special Education students attending Summer Jump Start Program passing Mathematics	TAKS/TAKS-M	DNA	80%	85%	90%
4	Percentage of Economically Disadvantaged students attending Summer Jump Start Program passing Reading	TAKS/TAKS-M	DNA	80%	88%	95%

5	Percentage of Economically Disadvantaged students attending Summer Jump Start Program passing Mathematics	TAKS/TAKS-M	DNA	80%	85%	90%
6	Percentage of Special Education students attending the After School Enrichment Program passing Reading	TAKS/TAKS-M	DNA	80%	88%	95%
7	Percentage of Special Education students attending the After School Enrichment Program passing Mathematics	TAKS/TAKS-M	DNA	80%	85%	90%
8	Percentage of Economically Disadvantaged students attending the After School Enrichment Program passing Reading	TAKS/TAKS-M	DNA	80%	88%	95%
9	Percentage of Economically Disadvantaged students attending the After School Enrichment Program passing Mathematics	TAKS/TAKS-M	DNA	80%	85%	90%
10	Percentage of Economically Disadvantaged students attending the After School Enrichment Program passing 8 th Grade Science Assessment	TAKS/TAKS-M	DNA	80%	85%	90%

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Part 3: Annual Performance Goals						
Increase Parent/Stakeholder Involvement – Enter the annual goals for increasing parent and community involvement, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Number of Parents attending Family Instructional Nights	Sign-In Sheets	DNA	25% of enrolled grade	30% of enrolled grade	40% of enrolled grade
2	Number of Parents attending TAKS Informational and Practice Nights	Sign-In Sheets	DNA	25% of enrolled grade	30% of enrolled grade	40% of enrolled grade
3	Number of Parents attending Academy Showcase Presentations	Sign-In Sheets	DNA	40% of enrolled grade	50% of enrolled grade	60% of enrolled grade
4	Number of Parents attending Parent Orientations	Sign-In Sheets	DNA	40% of enrolled grade	50% of enrolled grade	60% of enrolled grade
5	Number and Frequency of School/Community Newsletter as evidenced by number of copies sent home	Number of Newsletters	DNA	All Students- 1 per semester	All Students- 2 per semester	All Students - 3 per semester
6	Number of parents or community members enrolled in and attending adult technology classes	Sign-In Sheets Attendance Logs	DNA	25 per session	40 per session	50 per session
7	Number of surveys completed by parents	Surveys Returned	DNA	25% of enrolled grade	40% of enrolled grade	60% of enrolled grade
8	Number of business leaders who presented to students	Schedule Documentation of Visits	DNA	3 per semester	4 per semester	6 per semester
Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Reduce discipline referrals following implementation of Success Academy	Discipline Referrals	DNA	25%	40%	60%
2	Improve teacher attendance	Teacher Attendance Reports	96.89%	97.5%	98%	98.5%
3	Improve student attendance	Student Attendance Reports	95.6%	96%	96.5%	97%

4	Increase student participation in co-curricular and extra-curricular activities and participation in co-curricular activities such as Academic UIL	Student Schedules Enrollment Lists for Co-Curricular/Extra-Curricular	DNA	15% Increase	20% Increase	25% Increase
5	Number of individual, small group and classroom counseling sessions	Counselor Documentation	DNA	15% Increase	20% Increase	25% Increase

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Continue opportunities for staff members to attend content specific staff development outside of the district as evidenced by travel documentation and workshop attendance certificates	Travel Documentation Workshop attendance certificates	DNA	1 per year	2 per year	3 per year
2	Increase opportunities for self-evaluation during professional learning time to reconcile curriculum documents with lesson plans	Professional Learning Community Meeting Logs	DNA	Each Six Weeks	Each Six Weeks	Each Six Weeks
3	Percentage of lessons that comprise direct instruction, project-based learning or technology integrated instruction by academy, teacher, and grade level	Classroom Walk-Through Observations Eduphoria: School Objects Lesson Plans	DNA	50% DI 50%IDI Projects, Tech, Etc.	40% DI 60% IDI Projects, Tech, Etc.	30% DI 70% IDI Projects, Tech, Etc.
4	Percentage of teachers receiving performance incentives based on student achievement	TAKS/TAKS-M	DNA	50%	75%	90%
5	Number of weekly team meetings documenting dates of professional development, parent/teacher conferences, or data analysis	Team Meeting Logs	DNA	3 per week	4 per week	5 per week
6	Number of staff members trained by middle school administration that attended National ASCD Conference	Sign-In Sheets	DNA	50%	60%	75%

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

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

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input checked="" 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 Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify) _____	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 checked="" type="checkbox"/>
M99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary				
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276		
Project Period: August 1, 2010 through June 30, 2013				
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100	\$3,861,613	\$ 108,048	\$284,006
Professional and Contracted Services	5C 6200	231,900		10,200
Supplies and Materials	5D 6300	1,025,130		94,575
Other Operating Costs	5E 6400	267,321		52,236
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX			
	Total Direct Costs	5,385,964	108,048	441,017
	1% Indirect Costs		59,350	59,350
Grand Total				
Total Budgeted Costs:		\$ 5,385,964	\$ 167,398	\$ 441,017
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				5,994,379
Multiply by 5994379 x (5% limit)				X .05
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 299,718

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher	Student Instruction	12		\$ 145,000	\$1,740,000
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator	Coordinate all program requirements/Activities	1		16,250	195,000
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	Clerical/Support for program	1			90,000
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor	Provide student/family support	2.5		30,625	367,500
13	Technology Program Support	Assist Teachers- tech integration	1		7,500	90,000
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title: Behavioral Specialist		1		11,250	135,000
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				210,625	2,617,500
Substitute, Extra-Duty, Benefits						
28	6119	Professional Staff Extra-Duty Pay; Curriculum coaches (45,000); Jump Start (31,200); After-school Enrichment (162,000). Summer campus training (28,800) Summer SIRC training ((24,000) Academic Success Award for meeting project goals (up to \$2,500 per person: \$750,000 budgeted/ \$250,00 per year)			31,750	1,041,000
29	6121	Support Staff ;Instruction Aides Summer Jump Start			2,400	7,200
29	6121	Support Staff Extra-Duty Pay: Substitutes			0	45,000
30	6140	Employee Benefits			39,231	542,967
31	Subtotal Substitute, Extra-Duty, Benefits Costs				73,381	1,636,167
32	Grand Total Payroll Budget (line 26 + line 31)				284,006	4,253,667

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Amount Budgeted	
621	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$	
2	Specify purpose: _____					
626	Rental or Lease of Buildings, Space in Buildings, or Land					
9	Specify purpose and provide calculation: _____					
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)					
9	Specify purpose: _____					
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)					
9	Specify purpose: _____					
Subtotal						
6200 – Professional and Contracted Services Cost Requiring Specific Approval						
Professional and Consulting Services (6219/6239) Less than \$10,000						
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	SIRC provided by SIRC (required by grant) x 1 per year x 3 years			\$ 8,000	\$ 4,000	\$ 12,000
2.	TCEA presenter for all teachers at local campus 2 1 per year x 3 years			4,000	2,000	6,000
3.	Practice Path for RTI: Electronic Individualized instruction and assessment program. Subscription is \$3,000 per year x 3 years			6,000	3,000	9,000
4.	Discovery Science: Online Science video lessons \$1,200 x 3 years			2,400	1,200	3,600
5.						
6.						
7.						
8.						
9.						
10.	Subtotals			20,400	10,200	30,600
Subtotal						
Professional and Consulting Services Less than \$10,000				\$ 10,200		\$ 30,600
Professional and Consulting Services (6219) Greater than or Equal to \$10,000						
1. Description of Professional or Consulting Service (Topic/Purpose/Service):						
E-Path Math (Electronic Individualized Instruction and assessment.) Cost is \$18,000 for annual subscription x 3 years						
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs				\$	\$	
Title: E-Path Math						
Subgrants, Subcontracts, Subcontracted Services				54,000		54,000
Supplies and Materials						
Other Operating Costs						
Capital Outlay (Subgrants Only)						
Indirect Cost (_____ %)						
Total Payment:				\$ 54,000	\$	\$ 54,000

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): E-Path Reading/Writing (Writing is being provided at no charge) – Electronic individualized instruction and assessment. Subscription is \$16,500 per year x 3 years				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: E-Path Reading and Writing				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		49,500		49,500
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		Total Payment:		\$49,500
3. Description of Professional or Consulting Service (Topic/Purpose/Service): E-Path Science: Electronic Individualized Instruction and assessment program Subscription is \$15,000 per year x 3 years				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials		45,000		45,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 45,000	\$	45,000
4. Description of Professional or Consulting Service (Topic/Purpose/Service): Local Contracts with local individual art, music, dance, drama, and sports instructors for after-school enrichment program \$21,000 per year x 3 years				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title:				
Subgrants, Subcontracts, Subcontracted Services		63,000		63,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 63,000	\$	63,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$ 211,500	\$	\$211,500
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		20,400	10,200	30,600
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		211,500		211,500
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
Grand Total:		231,900	10,200	242,100

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____		TEXAS EDUCATION AGENCY Standard Application System (SAS)		019907 County-District No.				
by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No. _____				
Texas Title I Priority Schools Grant								
Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval								
Expense Item Description				Pre-Award	Total Budgeted			
6399	Technology Hardware- Not Capitalized			\$ 84,575	\$872,900			
	#	Type	Purpose			Quantity		
	1	iPods and carts docks iPads with carts and docks MacBooks for iPod/iPad carts	Individualized technology integrated instruction			360 270 21		
	2	Interactive White Boards Indiv.laptop computers with docking cart (28 per cart)	Classroom instruction with technology integration			99 252		
	3	Classroom projectors with ceiling mounts and speakers Classroom response systems	Classroom instruction with technology integration Class instruction electronic student responses			60 30		
	4	Digital cameras/camcorders	Student publishing & instruction professional development			118		
	5	Tardy Management System	Electronic management of student entrance to class - provides notice to teacher and tracking			1		
	6399	Technology Software- Not Capitalized						
	6399	Supplies and Materials Associated with Advisory Council or Committee						
	Total Supplies and Materials Requiring Specific Approval:					84,575	872,900	
Remaining 6300- Supplies and Materials that do not require specific approval:				10,000	246,805			
Grand Total				\$ 94,575	1,119,705			

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: NSDC - National Staff Development in Washington, DC (Required)			\$	\$ 19,200
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:				
6411/6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:				
	Publication and Printing Costs- If reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:					19,200
Remaining 6400 - Other Operating Costs that do not require specific approval:				52,236	300,357
Grand Total				\$ 52,236	\$319,557

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	019907 County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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

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

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

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

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

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

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

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

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

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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - 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;
 - 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;
 - 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 & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>019907</u> County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207), Davis Bacon Act (40 USC 276(a), and Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act:** Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business:** Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>019907</u> County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
 3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
 4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
 5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-Identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

SCHEDULE #6A - cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>019907</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: center;">019907</div> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>019907</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>019907</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY	
	Standard Application System	
	School Years 2010-2013	<u>019907</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

Federal Use Only:

Standard Form LLL

TEXAS EDUCATION AGENCY

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	Standard Application System School Years 2010-2013	 <u>019907</u> County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>019907</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	019907 County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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- 12) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- 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;
 - Implement a school wide "response-to-intervention" model;
 - 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;
 - Use and integrate technology-based supports and interventions as part of the instructional program; and
 - In secondary schools--
 - 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;
 - Improve student transition from middle to high school through summer transition programs or freshman academies;
 - 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
 - Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 13) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--
- 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;
 - 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;
 - 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
 - Expand the school program to offer full-day kindergarten or pre-kindergarten.
- 14) The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
- Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - Implement a per-pupil school-based budget formula that is weighted based on student needs.
- 15) The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.
- Number of minutes within the school year.
 - 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.
 - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
 - College enrollment rates. (High Schools Only)
 - Teacher Attendance Rate
 - Student Completion Rate
 - Student Drop-Out Rate
 - Locally developed competencies created to identify teacher strengths/weaknesses
 - Types of support offered to teachers
 - Types of on-going, job-embedded professional development for teachers
 - Types of on-going, job-embedded professional development for administrators
 - Strategies to increase parent/community involvement
 - Strategies which increase student learning time

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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