

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	Brownsville ISD Organization Name	031-901 County-District#
		Victoria Heights Elementary Campus Name	113 Campus Number
		74-6000418 9-Digit Vendor ID#	1 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ **Tier II** ☐ **Tier III** ☒

Part 1: Index to the Application


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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<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
Brett		Springston	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
(956) 698-0014	(956) 548-8019	bspringston@bisd.us	 6/1/10

Only the legally responsible party may sign this application.

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

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

TEA DOCUMENT CONTROL NO.

701-10-112-176

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by telephone/e-mail/FAX on _____ by _____ of TEA.		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 Brownsville Independent School District					
Mailing Address Line - 1 1900 E. Price Road		Mailing Address Line - 2 _____		City Brownsville	State Tx
U.S. Congressional District Number Tx-027		Primary DUNS Number 030917579		Central Contractor Registration (CCR) CAGE Code 4XT71	
				NCES Identification Number 4811680	
Campus Name Victoria Heights Elementary				County-District Campus Number 031-901-113	
Mailing Address Line - 1 Victoria Heights Elementary		Mailing Address Line - 2 2801 E. 13 th Street		City Brownsville	State Tx
				Zip Code 78521	
Applicant Contacts					
Primary Contact					
First Name Michael		Initial _____		Last Name Moreno	
Telephone (956) 459-6279		Fax (956) 982-2988		Title Principal	
Mailing Address Line - 1 Victoria Heights Elementary		Mailing Address Line - 2 2801 E. 13 th Street		City Brownsville	State Tx
				Zip Code 78521	
Secondary Contact					
First Name Cristina		Initial I		Last Name Sandoval	
Telephone (956) 579-1468		Fax (956) 982-2988		Title Instructional Facilitator	
Mailing Address Line - 1 2801 E. 13 th Street		Mailing Address Line - 2 _____		City Brownsville	State TX
				Zip Code 78521	

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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		\$	\$	\$	\$

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Texas Title I Priority Schools Grant Schedule #3—Purpose of Amendment		
Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request.		
<input type="checkbox"/>	1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary	
<input type="checkbox"/>	2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code	
<input type="checkbox"/>	3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B-5G)	
<input type="checkbox"/>	4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs	
<input type="checkbox"/>	5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials	
<input type="checkbox"/>	6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more.	
<input type="checkbox"/>	7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000.	
<input type="checkbox"/>	8. Reduction of funds allotted for training costs	
<input type="checkbox"/>	9. Additional funds needed	
<input type="checkbox"/>	10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval	
<input type="checkbox"/>	11. Other (Specify)	
Part 4: Amendment Justification <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>		

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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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Texas Title I Priority Schools Grant Schedule #4—Program Requirements			
Part 2: Statutory Requirements			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ol style="list-style-type: none"> 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; Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ol style="list-style-type: none"> Screen all existing staff and rehire no more than 50 percent; and Select new staff. 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; 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; 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; 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; 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; Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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by _____

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

School Years 2010-2013

031-901
County-District No.

Amendment No.

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

Part 2: Statutory Requirements

#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
18	If the LEA/campus selects to implement the turnaround model , the campus may implement the following federal requirements. 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			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
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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**Texas Title I Priority Schools Grant
Schedule #4—Program Requirements**

Part 2: Statutory Requirements

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

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

Part 3: Statutory Assurances

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

Part 4: TEA Program Assurances

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

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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 <u>transformation model</u> , 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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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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Texas Title I Priority Schools Grant
Schedule #4—Program Requirements

Part 4: TEA Program Assurances

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

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

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

Part 1: Grant Eligibility

☐ Tier I Eligible Campus
 ☐ Tier II Eligible Campus
 ☒ Tier III Eligible Campus

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

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

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

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

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

Victoria Heights Elementary is one of the oldest elementaries in the Brownsville Independent School District. Built in 1926, the campus currently houses a population of 514 students, 76 staff members and is considered one of the poorest schools in the district. The school lies amidst industrial and commercially zoned areas. Adjacent to Victoria Heights are a garbage disposal and a scrap metal companies, and at least 5 topless bars are located less than 500 feet away. 99.4% of the student population is economically disadvantaged, 65.6% has Limited English Proficiency and 75.9% is considered At-Risk. The campus also has a 27.8% mobility rate which is 8% higher than the state and district levels. Victoria Heights Elementary plans to implement a transformational model at its campus that will have its foundations on the educational philosophy that views the child as an active participant in constructing authentic knowledge about the world. This will be done by creating learning environments in which students are able to explore new concepts and problems in a creative ways. By committing to teaching methods and schools programs that meet the specific developmental needs of students, Victoria Heights Elementary will have in place learning environments that value such qualities as creativity, individuality and innovation. In addition, Victoria Heights will foster and sustain a school climate within which teachers and students can engage in open-ended discussions, individualized projects, serendipitous learning and innovative approaches that show promise in developing a student's social, cognitive, emotional, moral, and creative abilities. Some of these approaches will include schoolwide integrated thematic instruction and interdisciplinary studies, multiple intelligences and learning styles teaching/learning, community based curriculum, rich sensorimotor experiences, performance-based assessment of project based learning, language experience approach and constructivist learning. With consistent monitoring and benchmarking of all of these teaching methodologies and school programs, the campus will aim to address the persistently low performance of the student population in grades 1st – 5th in the areas of reading/ELA and mathematics as well as increase the academic performance of the At-Risk, LEP, Special Ed, and economically disadvantaged students which currently perform below the campus general education levels. Furthermore, Bilingual students will be provided sound language development practices to increase the number of students exiting the Bilingual program at an early age. Currently, students remain in the program for an average of 4-6 years. Due to the high obesity and diabetes in the area, Victoria Heights also hopes to increment the number of students that meet the physical fitness requirements, presently only 46%, by implementing recess time. School uniforms will be required to promote school pride & classes will be sectioned as 45 minute blocks which includes a double block (90 minutes) of reading/ELA and mathematics for all students. The model will also include a parental involvement component that hopes to address the current lack of parental involvement at the campus. In this facet of the plan, Victoria Heights expects to form links with the students' parents and other community members to ensure high levels of support, to promote the expectations for high achievement for all students but most importantly to shape a community that supports life long learning. A strong job-embedded professional development base will address the staff's needs for training on effective instructional body-brain strategies, the development of conceptual multidisciplinary curriculum and differentiated instruction. Professional development will also be provided on the improvement of mathematics teaching and the development of insights into how students best learn math, effective mathematics teaching practices, observation & questioning techniques as well as training in integrating technology into the classrooms & learning more about the role of technology in the classrooms of tomorrow. Response to Intervention and Positive Behavior Management training will also be provided to all faculty & staff to address the increasing discipline problems at the campus. With the human capital, technological and digital resources in place to supplement and advance the learning environments, Victoria Heights Elementary will build the capacity needed to train and retain high quality staff. Upon implementation of the transformational model, Victoria Heights aims to create a culture of success by closely monitoring student achievement with recurrent data disaggregation, increasing learning time in a daily, weekly and yearly manner, applying community-oriented school strategies to increase parental involvement, and providing the staff with the tools needed to provide students the experiences that can enable them to be successful in all aspects of their lives. This proposal incorporates district resources and community support. However, without federal assistance, the likelihood of success is low. We have planned the use of funds requested to maximize delivery of services to students and professional development for teachers & administration. Finally Victoria Heights' staff is confident they can achieve the goals identified in this proposal with the resources made available through this grant.

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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	56	76	71	80	79	75	77	0	0	0	0	0	0	0	514
Open-Enrollment Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Students:								0	0	0	0	0	0	0	514
Total Instructional Staff														40	
Total Support Staff														36	

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

1	2007,2008,2009 AEIS Reports
2	2007, 2008, 2009 TELPAS & AMAO Reports
3	2007, 2008, 2009 NRT Reports
4	2008, 2009 TPRI/TEJAS Lee Reports
5	TAKS A, TAKS M, and TAKS Alt scores disaggregated by Subject Area and Objective
6	Parental Involvement Logs
7	Teacher & Student Attendance Rates
8	2007, 2008, 2009 PDAS and walk-through data
9	Special program participation performance and exit data
10	Campus Survey of School Climate and Leadership (Teachers, Parents and Students Survey)

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

Part 1: Comprehensive Needs Assessment Cont.

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

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

To identify the needs of the campus, Victoria Heights Elementary faculty, staff, parent volunteers and community members were organized into committees that focused on the following areas: demographics, student achievement, school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community involvement, school organization and technology.

Each committee studied, interpreted and analyzed data sources which included TAKS scores, TELPAS & AMAO reports, Campus Climate Survey, Faculty, Student & Parent Survey, Fitness Gram data, Stanford/Aprenda data, CPALLS reports, parental involvement activities sign-in logs, TPRI/TEJAS LEE reports, Bilingual and Special Education performance and exit data, teacher and student attendance rates, retention rates and PDAS & walk-through data. The data was disaggregated and examined longitudinally (when possible, data from 2007, 2008 and 2009 was utilized) as well as by grade levels, subject areas, special populations, etc., to identify patterns, trends as well as strengths and weaknesses. Committee leaders presented it to other committees members in graphs, tables and charts (when applicable) for ease of understanding.

By studying the data, it became evident that 3rd, 4th, Special Education and LEP achievement scores in mathematics have declined over the last 3 years. Problem solving and measurement continue to be an issue at all grade levels and for all student sub-groups. 3rd, 4th and 5th grade reading scores are significantly lower than the state average and more so for the Special Ed. and LEP populations. In grades K-3rd, approximately 35% of all students are considered "still developing" in reading comprehension. 42% of our students are considered not physically fit to meet the minimum standards as established by the Fitness Gram assessment. This is alarming considering that at least 28.8% of the county's population has been diagnosed with diabetes. Also noted was the fact that the Bilingual students have difficulty exiting the program and most of them remain in it for at least 4-6 years. During 2007, only 2 students exited the program at third grade. In 2008, 1 student exited at first grade, 5 students exited at second grade, 22 students exited at third grade, 23 students exited at fourth grade and 7 students exited at fifth grade. In 2009, 9 students exited at first grade, 1 student exited at third grade, 14 students exited at fourth grade and 4 students exited at fifth grade.

With regards to school culture and climate, the campus survey was reflective of its current state. Almost 100% of the students who attend our school come from income levels far below the federal and state standards. Many of our students and their families live with one or more families in single-unit dwellings. Many rentals need repairs and renovations. The adult entertainment environment that surrounds our campus is visible during school hours and there is high level drug dealing during the evenings across the street from our school. Both the residential community and school have been neglected by the city commission over the years by allowing commercial and industrial businesses to operate next to our school. Recurrent break-ins to the campus have left the campus with no technology and due to the lack of funding; Victoria Heights cannot purchase adequate technology to replace the stolen pieces. Consequently, this neglect and the many complex social and economic problems our campus faces have created a very harsh environment for our students to grow-up in.

The campus faculty and staff have not attended any regional or state conferences to stay up-to-date with teaching methodologies. Teachers are unable to attend sessions to enrich their classroom experiences, they not exposed to new RTI's implementations, technology integrations in the classroom, or differentiated instruction processes for the learning needs of English language learners or students with other learning challenges.

The acknowledgement of a severe lack of professional development and capacity building on the campus contributed to the rationale of this proposal and served a "wake-up" call. Committee members were provided with clear evidence of the needs that Victoria Heights Elementary currently faces. Potential success of the improvement model, support mechanisms necessary for facilitating such change and specific positive impact of changes were also discussed and pointed out.

Throughout the needs assessment process, committee members continuously provided input in determining the campus needs and priorities and a sense of ownership for the improvement effort was developed.

The process of needs assessments is a formative, interim and summative one. Multiple sources of data were and will continue to be examined in order to determine the priority needs and direction of the school. Victoria Heights will continue to progress monitor identify weaknesses and strengths and priorities will be established for addressing student achievement and meeting challenging academic and performance standards.

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Part 1: Comprehensive Needs Assessment Cont.		
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.		
1	Victoria Heights certified staff (including Special Ed, Librarian, Music, P.E., Reading Coach, Counselor, Nurse)	
2	Victoria Heights classified staff (including paraprofessionals, cafeteria, custodial, and office staff)	
3	Parent representatives	
4	Community representatives	
5	Campus administrators	
6	Curriculum specialists	
7	Central office administrators	
8	Victoria Heights Elementary students	
9		
10		

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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> BISD, home to over 48,000 students and close to 7000 employees, of necessity has an infrastructure designed to support its 36 elementary campuses, 10 middle schools, 5 high schools, and 4 alternative/school of choice campuses. While it simultaneously boasts a below-state average of administrative costs (BISD: 6.93%, State: 11.05%. 2006 FIRST data), the District does have highly capable, efficient, and effective support personnel to work with campuses in finance, curriculum and instruction, supplemental services, transportation, food services, health services, etc. BISD's organization chart, in addition to the departments necessary to the functioning of a Texas ISD, maintains the following department which exist mainly to support campuses and students: Federal Programs, State Com., Migrant Education, Advanced Academics, Assessment-Research & Evaluation, Bilingual Education, Career & Technical Education, Special Services Department, Dyslexia, Fine Arts Department, Guidance & Counseling, Homeless Youth, RTI, Instructional Technology, Parental Involvement, Police & Security Services, and Wellness. The District is organized into the Cluster/Feeder school concept. Elementary school students feed into middle schools in their geographical section of Brownsville and the middle school students then feed into the high schools in their zone. Currently, BISD has 5 high schools, 2 middle schools feed into each of those and 7-11 elementary schools feed into the 10 middle schools. Each cluster of elementary, middle, and one high school is served directly by an Area Assistant Superintendent and each cluster is identified by its High School's name. Thus, Hanna, Lopez, Pace, Porter, and Rivera cluster schools. Additionally, the Curriculum and Instruction Department has 5 ELA, 5 math and 5 science curriculum specialists who each serve one of the clusters. The Bilingual Education, Advanced Academics, Special Services and Human Resources departments also have personnel (lead teachers or specialists) each individually assigned to one cluster. Thus, the District is organized in a manner that facilitates the provision of adequate resources and related services to support the campus in its reform efforts. The infrastructure is, of its very nature, designed to help the campus fully and effectively implement the required activities of the school intervention model selected, Tier 3 Modified Transformation. Curriculum and instruction ELA, math and science specialists are expert in their fields. Additionally, they attend all state trainings and in many cases, are trainers of trainers in the TEKS, revised TEKS, and C-Scope curriculum and instruction model. They are knowledgeable of all the intricacies of the TAKS, are industriously staying on top of each piece of end-of-course information and legislation, are highly competent in the disaggregating of assessment data, and are conscientious on obtaining resources, manipulatives, technological advances, etc. for each student population served by BISD. These curriculum specialists, as well as the lead teachers in the Bilingual Education and Advanced Academics are required to be on the campuses they serve Monday through Thursday of each week. They design their services in collaboration with the cluster Area Assistant Superintendent and the campus leadership team, principal and dean of instruction/instructional facilitator. They model lessons, do walk-throughs, meet with teachers for collaborative planning and/or as per individual need, and help with the disaggregating of data. Additionally, the district has approximately 5-6 locations for TETN video conferencing (via polycom). This has greatly enhanced BISD's capacity to stay up-to-date and participate in state and regional service center's trainings and conferences without having to travel long distances. It also enhances the capacity to have more individuals receive first-hand information. Of significant importance is also, is the role that the At-Risk and Federal Programs department play in supporting schools. These departments expertise in meeting federal and state guidelines is shared both horizontally and vertically with the schools and the other BISD departments serving the schools. Campuses, thus, have empowered staff members focusing on these critical components of successful school reform. Probably BISD's greatest resource for campuses is its high level of commitment on the part of each and every staff member and its deep-rooted sense of community. </p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
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>The Brownsville Independent School District consulted with all relevant stakeholders regarding this application and the proposed implementation of the school intervention model: Tier 3 Modified Transformation. The BISD Board of Trustees was presented with the parameters of the grant, the qualifying criteria, and the Tier 3 modified Transformation model. This occurred at the regular Board Meeting of April 20th, 2010. BISD Board meetings are all televised live via the BISD KBSD television station, cable 17. Additionally, Board Meetings reruns are aired every Saturday, Sunday and Monday evening at 7:00 p.m. This means that all community viewers with cable viewing access have been exposed to the information. Also, on Monday, April 19th, the grant eligibility, parameters and model were discussed with the District's Education Improvement Council. This body is comprised of teachers, administrators, campus support staff representatives and community/business members as per policy requirements. Thereafter, on Thursday, April 22nd, Thursday, May 6th and Thursday, May 12th, the Superintendent of Schools presented all grant components to parents, community members, and business representatives at his "Coffee with the Superintendent" events. Since BISD schools are divided into cluster groups (as per campus zones) with one high school in each cluster, its 2 feeder middle schools and the 7010 elementary schools feeding into each of those middle schools, the entire Brownsville community has had the opportunity to provide input and learn and understand the magnitude of this grant opportunity. The April 22nd community event included all schools within the north and northeast sections of town. The May 12th event included schools in the south and southeast segments of Brownsville. The May 12th morning coffee covered schools in the west section of the school district's borders. These Superintendent's Coffee events are conducted in both English and Spanish in accordance with the needs of the District's clientele. Therefore, all district-level stakeholders discussed above have heartily endorsed the grant opportunity. All stakeholders concurred that the BISD grants be submitted as Tier 3 Modified Transformation with no need to remove principals.</p> <p>At the campus level, a faculty and staff meeting was held on April 8, 2010, by the Victoria Heights administration to inform all campus employees of the proposed implementation of the Transformational model. An overview of the grant, the amount of funding, the implications and reasons for qualification were presented. All participants were given an opportunity to ask questions and clarifications were made when needed. One hundred percent of the school staff was present for the meeting.</p> <p>To inform the Victoria Heights' Elementary parents, notices were sent home in English and Spanish to remind parents/guardians of a parent meeting. To facilitate attendance, two meetings were set-up: one in the morning and one in the evening. At the meeting, parents were given an overview of the grant and the future implications of its implementation. Parents were provided an opportunity to ask questions and all information was presented in English and Spanish during both meetings. To reach those parents that could not attend those meetings, notices were sent home informing them of the proposed implementation. Again, these notices were sent in both English and Spanish and a contact information number was provided in case they had any questions.</p> <p>Students were notified of the grant during a school assembly. They were informed of how this grant can impact their student achievement and the goals of the campus regarding their learning and success.</p>		

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

Part 2: Project Management Cont.

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

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

Brownsville Independent School District's policies and procedures are an integral part of its operational efficiency and as such, are well-defined and delineated. Some, such as graduation requirements, promotion/retention requirements, grading procedures, attendance, and state requirements (SSI, OEYP), campuses adhere to strictly and changes occur when a state mandate is in effect or when the Board of Trustees approves administration's recommendations for change. The LEA will modify any practices and/or policies to ensure full and effective implementation of the Tier 3 Modified Transformation Model accordingly. Cluster Area Assistant Superintendents will work in collaboration with their campuses and the appropriate BISD Main Office department to provide the needed research and support behind a request for a practice/policy change. The Board of Trustees is supportive of research-based initiatives which significantly improve services to students and enhance their on-grade-level academics, their graduation rates, and their preparedness for college/work forces readiness. Simultaneously, BISD provides a significant level of empowerment to campuses in deciding the daily operations of their sites and in the implementation of success-driven researched based initiatives.

Victoria Heights sets its own extended day/extended week schedules as to dates and time based on student needs. The campus has flexibility in the budgetary process and makes decisions regarding placement of state, local, and federal monies in instructional categories which will impact their areas of need as indicated by their annual comprehensive needs assessment priorities setting process. Thus, Victoria Heights may devote more budgeted funds to extended day and/or week services to students or the campus may elect to use significant chunks of funds for professional development/training in subject-specific pedagogy, differentiated instruction, or a deeper understanding of the community served by the school. During the last three years, funds have been allocated towards extended day/week services and almost no funds have been available for on-going, high-quality, job-embedded professional development, for staff collaborative planning time, for flexible time for teachers to work at disaggregating of data, and for home visits to families of students in need, etc.

Victoria Heights makes the decisions as to where the budget allocations are to be placed. Additionally, Victoria Heights has the flexibility to make budget changes as needed throughout the year in the event that changes are needed due to course corrections discovered via the monitoring of the campus improvement plan, etc. As stated, it is one of the functions of the Cluster Area Assistant Superintendent to support campuses, provide guidance to them, and facilitate their requests for assistance and building capacity. In the area of Human Resources, BISD principals recommend staff for promotion, extended day/week services (with compensation - \$35 per hour), non-renewal and hiring. The campus leadership team engages teacher committees when searching out candidates for hire and BISD also uses campus teacher committees' input in searching for a new campus principal.

In the area of curriculum and instruction, BISD's curriculum is Regional Collaborative C Scope. Victoria Heights also has flexibility and is highly encouraged to supplement that curriculum source with lessons, activities, and materials designed to meet all students needs, especially the LEP and special education students. Nonetheless, no funds are provided to purchase the additional resources or materials needed to take advantage of such flexibility.

Victoria Heights also sets its own benchmark testing schedules and is provided some flexibility in implementing the district benchmark schedule. Each campus decision regarding benchmark testing must be made in light of how the data will drive instruction and whether or not the testing results in significant interventions which students respond to positively and which have immediate impact on success.

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

Part 2: Project Management Cont.

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

Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.

The Brownsville Independent School District has a long and successful history of aligning all resources, federal, state, local, and community, to its efforts of support for campuses in improving instruction and achieving educational excellence. Currently, the District has already achieved a significantly high level of alignment of resources to need. With all 5 high school on Stage 3 AYP due to graduation rates, it became clear approximately two years ago that a new model for addressing graduation rates was needed. A task force was formed and their recommendations funded by pooling resources.

The State Comp budget allocated funds to each campus to hire not only an at-risk coordinator but also an at-risk counselor. The campus at-risk coordinator (State Comp funds), PEIMS supervisor (local funds), attendance liaison (Title 1 funds), and at-risk counselor (State Comp. funds) work as a team recruiting students, re-engaging drop-outs, and targeting at-risk of dropping out students for immediate and deliberate fast-track interventions. All of these also work closely with the District at-risk coordinator who shares best practices, research based finding and effective ways of reengaging students in schools. Additionally, a Memorandum of Understanding with the district has enabled the local Juvenile Justice Department to station probation officers at each of the five high school campuses at no cost to the District. One last contributing entity to this endeavor is a "Communities In Schools" presence on each campus which also works with these disadvantaged students and their families. A high level of coordination is required to ensure that each of these entities is working with, not against or in duplicated efforts, the team as a whole. Another evidence of aligning resources the BISD Dual Enrollment program. The University of Texas at Brownsville has greatly reduced fees for BISD students participating in Dual Enrollment courses. Since BISD pays all expenses, books, tuition, etc., this is a significant contribution on the part of the University. Currently, approximately 4000 BISD high school students are taking dual enrollment courses. The annual Superintendent's Scholarship Golf Tournament brings in approximately \$84,000 for scholarships for high school seniors. Golf participants range from architects, construction companies, and bank employees to a wide variety of community members.

Victoria Heights will align its limited resources (federal, state, local, and community) with the school transformational model at the federal level through the district's parental involvement office. Moreover, the Adopt-A-School Program is also alive and well at Victoria Heights and two community restaurants, and sometimes even an elected official, share financial and personnel resources with the campus. In return, one can view students' art work, poetry, etc., when frequenting these public entities.

The campus knows the importance of having highly qualified teachers in the classroom. Given the influence that teachers can have on student learning, Victoria Heights' teachers have attended on-going C-SCOPE trainings. The literacy coach assigned to the campus also provides occasional trainings for teachers and tutoring for students. Language Arts and Math Specialists visit Victoria Heights on a weekly basis to assist teachers as needed. Classroom observations and walkthroughs are conducted on a consistent basis by school administrators (Principal, Assistant Principal, and Facilitator) in order to ensure the successful implementation of the interventions, fully and effectively. The 21st Century program for At-Risk students continues to be implemented as an extra-curricular tutorial and enrichment program.

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The Campus Grant Project Manager position will be advertised with prerequisite qualifications and a job description posted as is the case with all BISD hires. Human Resources posting timelines and requirements will be met as well as timelines and procedures for recommendation for hire. The position of Grant Project Manager will require the following qualifications:</p> <ol style="list-style-type: none"> 1) Masters' Degree in Education; 2) Experience with budgets, budget amendments, budget changes; 3) Experience with supervision of instruction/programs; 4) Experience with using data to identify whether research-based and vertically aligned program is effectively meeting campus, state and local standards and goals; 5) Experience with analyzing data and teaching staff to analyze formative, interim, and summative assessment data and use results to inform and differentiate instruction in order to meet the academic needs of individual students; 6) Experience with planning for and ensuring that all technical assistance from SIRC and other support agencies is on target, intense, laser-like, and precise according to campus needs; 7) Experience with formative and summative assessment models, multiple observation-based assessments, etc and tools of high quality and which reflect the student-growth factors; and 8) A deep understanding of the community served by the school. <p>The Campus Grant Project Manager will be required to:</p> <ol style="list-style-type: none"> 1. Ensure that all grant activities are administered in accordance with all applicable statutes, regulations, program plans, and requirements. 2. Meet all local and state imposed reporting and evaluation deadlines. 3. Cooperate in carrying out any and all evaluation components required by TEA, make reports and back-up information available to all sponsoring agencies, and maintain records as required. 4. Conduct formative and summative evaluations to ensure that: <ul style="list-style-type: none"> • Training and mentoring activities are developing and increasing teacher and school leader effectiveness; • Multiple observation-based assessments of performance and ongoing collections of professional practice reflect student achievement and increased high school graduation rates; • Ongoing, high-quality, job-embedded professional development is aligned with the school's comprehensive instructional program; • All financial incentives, increased opportunities for promotion/career growth, and flexible work conditions being implemented in a manner that recruits and retains highly qualified staff with the skills necessary to meet the needs of students; • Monitor established schedules that provide increased learning time as per grant requirements; • Monitor ongoing mechanisms for family and community engagement as per grant requirements; and • Monitor follow-up training in subject area TEKS, technology, advanced coursework, credit-recovery programs, etc. for fidelity to plan and impact on student success. 5. Attend all orientation meetings, technical assistance meetings, and other periodic meetings and/or conferences required by SIRC and/or TEA pertaining to grant implementation and pertaining to the sharing of best practices. 6. Facilitate and help coordinate collaborative efforts between District and the campus. 		

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

Part 2: Project Management Cont.

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

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

BISD will structure the office of the Area Assistant Superintendent of Cluster Schools to support the campus school improvement efforts. The District is organized into the Cluster/Feeder school concept. Elementary school students feed into middle schools in their geographical section of Brownsville and the middle school students then feed into the high schools in their zone. Currently, BISD has 5 high schools, 2 middle school feed into each of those, and 7-11 elementary schools feed into the 10 middle schools. Each cluster of elementary, middle, and one high school is served directly by an Area Assistant Superintendent. This Cluster Area Assistant Superintendent will be the grant's shepherd-the district-level individual who will ensure that the campus has the support and assistance needed to build capacity and ensure that these grant funds are used to implement, fully and effectively, the required activities of the Tier III Modified Transformation reform model. The Cluster Area Assistant Superintendent reports directly to the Superintendent of Schools, thus facilitating communication regarding program needs and removing any barriers that layers in an organizational chart often imply. This Cluster Area Assistant Superintendent has first-hand access to Federal Programs, State Comp., Curriculum & Instruction, etc. program administrators which will greatly enhance the individual's ability to provide adequate resources and related support to the campus. Furthermore, this individual participates in all BISD Board of Trustees meetings and has the right/first-hand access, under the approval of the Superintendent, to submit recommendations to the Board of Trustees. This will greatly facilitate any policy or procedural changes and/or budget changes incumbent on the grant's full implementation of a rigorous high-powered reform model. This individual has a first-hand working knowledge of the Brownsville community, serves, at the will of the Superintendent, on a variety of district and local committees, and relates to all levels of stakeholders, students, parents, teachers, support staff, business and community members, on nearly a daily basis. The Cluster Area Assistant Superintendent will be the individual who 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. This person will also shepherd the campus in its analysis of its needs, ensure that its comprehensive needs assessment process results in the delineation of priorities, and that the delineation of priorities is transformed into operative goals and objectives which mirror a deep and lasting reform of all components of the school. This District Shepherd will be the go-to person at the District level for support, encouragement, resources, redirection; and inspiration for deep-seated reform. The Cluster Area Assistant Superintendent will work very closely with the campus principal and the instructional leadership team to develop and increase teacher and school leader effectiveness. The District Shepherd will help inspire staff and model high expectations for student achievement, professional practices, research-based best practices strategies, and vertical alignment of curriculum from grade level to grade level. This individual will be an expert in collaboration, instructional management, use of data to drive all campus decisions, job-embedded professional development, differentiated instruction, and laser-like school reform. This individual will be an individual with successful campus instructional leadership experience as well as an individual with a heart firmly implanted in the Brownsville community and its most valuable resource, its children. In summary, the District Shepherd is invested. The individual views this role as an integral part of the job responsibilities, feels responsible for the transformation process, has a direct line of contact with the Superintendent, has authority to influence central office departmental procedures, has experience as a building principal, views self as a positive change agent, and possesses effective communication skills. Roles and responsibilities include: 1) ensuring that the campus is provided operational flexibility, 2) providing for the effective implementation of all components of the transformation process, 3) monitoring the progress of 90-day action plans, 4) regularly communicating with and scheduling meetings with the transformation campus, 5) removing LEA barriers that may hinder the transformation process, 6) providing support and feedback to the principal and teacher leaders when needed or requested, 7) taking an active role in problem-solving with the principal and teacher leaders, 8) attending campus leadership meetings, 9) assisting in recruitment of qualified staff, and 10) assisting in increasing parent & community involvement and positive school culture.

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Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>The Brownsville Independent School District has the capacity to sustain the campus reform efforts after the grant funding period ends. With nearly \$28,000,000 in Title I Regular funding and \$45,000,000 in State Comp. funds being generated yearly, the District has a strong foundation for supporting campuses and their initiatives, both past, present, and future! Additionally, BISD's current tax collection rate is 98% and average ADA stands at 96.1%. Although the District, like all of those across Texas, uses a variety of funding sources to support District initiatives, such as our CScope curriculum and instruction program, most of the District's categorical funds are distributed to campuses which generate the funds on a per pupil allocation. Therefore, campuses have local, state, and categorical funds which they control and which they appropriate to their needs as prioritized by the annual Comprehensive Needs Assessment (CAN) process. Campuses will have the funds and/or the District will appropriate funds to ensure that, at the end of the grant period, initiatives, activities, and strategies which have proven successful in increasing on-grade-level assessment results, increasing graduation rates, and decreasing graduation rates will continue to be funded. Many district initiatives already exist which provide funds to increase course offerings, lower class sizes, and significantly impact many of the Critical Success Factors (CSF) fundamental to this grant initiative. With regards to those CSFs, it is noteworthy to indicate that BISD currently operates its programs and systems in alignment with the grant's CSFs and will continue to do so after the grant period because BISD bases its initiatives and decisions on research-based scientifically relevant data. Examples follow. 1) BISD aggressively improves academic performance through the use of data driven instruction as is evidenced by its 2009 BROAD award. Curriculum alignment, both vertical and horizontal, is systematized through the use of the Texas Regional Collaborative CScope curriculum. BISD was one of the first to implement CScope in math, science, ELA, and social studies. Currently campuses use an on-going monitoring instrument known as EDUPHORIA which is used by campus instructional leadership teams in their visits to classrooms, conversations with teachers about improvement, and which is also tied in directly to the District's Teacher Appraisal Instrument. CScope based walk-through forms are an integral component of the software which enables instructional leaders to input data about classroom walk-throughs and visits into the system immediately and also allows the observed teacher the opportunity to provide immediate feedback, respond to questions, and request further assistance and/or clarification. 2) A long tradition of rigorous professional development initiatives contributes significantly to increasing teacher quality. Classroom teachers have a great multitude of opportunities for professional development annually but it is always the campus and individual teacher decision to select growth opportunities which meet the priorities of the CAN. Most recently, BISD has become the recipient of the Math Instructional Coaches grant whose main component is on-going job embedded professional development. All state issued TEKS revision professional developments are turned around at the District level and provided to all content specific teachers, Pre-K-12. 3) Additionally, instructional leadership teams are constantly involved in on-going job embedded professional development and increased learning of resources/data utilization strategies. 4) BISD uses quality data to drive instruction, which is evidenced in its use of benchmark testing, the Texas Math and Science Diagnostic System database, and WebCATT software. Teachers are fast becoming experts in looking at the data collected through these and a variety of other instruments (TPRI, Tejas LEE, CCPALLS, etc), and grouping/regrouping for Tier 2 or Tier 3 instruction based on the data at their fingertips! Software and hardware on each campus and at the District level facilitate immediate access to results so that those results can drive instruction and on-going communication in the collaborative planning of instruction, remediation, and acceleration. 5) All BISD schools currently have opportunities for increasing learning time via the use of zero period classes, after school tutorials, Saturday academies, and other calendar modifications which enhance instruction. 6) Improving school climate and increasing parent/community involvement are also annual goals in each campus's annual Improvement Plan. A parent liaison on each campus as well as a great variety of chess, art, photography, bible study, environment clubs, student councils, and parent support groups already greatly enhance advances in both of these areas</p>		

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Brownsville Independent School District requires all external providers of services or products to either respond to an RFP, RFQ, or be on the state's approved vendor list. Therefore, Region XIII's School Improvement Resource Center, as a state-approved vendor, has already met the criteria of rigor, research-based, and quality demanded by the grant's specifications. The same applies to the Region I Educational Service Center menu of support offerings. Thereafter, vendors already on the District's annual vendor list for services and/or resources will also have to meet the criteria of being screened by the District for quality, research-based, scientifically-researched best practices. New or proposed vendors will be judged on the following criteria as appropriate to the service/product:</p> <ol style="list-style-type: none"> 1) Research-based; 2) Vertically and horizontally aligned to next grade level and state/local standards; 3) On-going, job embedded professional development included; 4) Technologically appropriate to students' daily experiences and lives; 5) Aligned to CScope, Advanced Placement, Dual Enrollment, etc. current district initiatives; 6) Formative, interim, and progress-monitoring assessment components contained within product/service as relevant; 7) Intensive technical assistance and related support built-in; 8) Unique and specific needs of specific populations (LEP & Sp. Ed) addressed at a highly visible and effective level; and/or 9) Provision of appropriate social-emotional and community-oriented services and supports for students via local presence and significant history of successful endeavors. <p>As with all other purchasing processes, grant external providers will be processed through the BISD Purchasing Department and in compliance with BISD Policy as well as all pertinent state and federal guidelines. Memorandums of Understanding will be reviewed by BISD Legal Counsel and recommended by Administration for approval of the Board of Trustees. No purchase of goods or services will occur outside the grant specifications and BISD's policies and procedures. Grant funds will only be expended in compliance with all pertinent local, state, and federal guidelines. The campus Area Assistant Superintendent or District Shepherd will facilitate these processes for and with campuses entrusted to his/her care. The District will waive procedures, such as an annual bidding process for external providers, instructional materials, and/or consultants, so that more than one bid process occurs within a year's time span. This will facilitate campuses' engagement of vendors and providers and will greatly reduce time spent in moving through the organizational structure for receipt of goods and services. Vendors will be recruited through a great variety of avenues: website, KBSD BISD Instructional Television Studio, newspaper announcements, and word of mouth regarding successful endeavors of vendors in providing laser-like services to schools in need of reform. In all cases, external providers will ultimately be evaluated against the criteria of research-based, scientifically researched highly successful services to schools and districts.</p>		

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

Part 2: Project Management Cont.

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

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

Site visits to other campuses successfully implementing the Tier 3 Modified Transformation model or other initiatives which have resulted in high student performance, extraordinary success with on-grade level instruction (as reflected by TAKS Commended scores) and high levels of success with LEP and Sp. Ed. TAKS scores will be allowed. Sites will be selected by the campus and approved by the campus' District Shepherd based on the following criteria:

- 1) % of commended TAKS scores by grade level, subject area, and student population (all students, LEPS and Sp. Ed.);
- 2) Historical review of increase of % commended TAKS scores by grade level, subject area, and student population (all students, LEPS and Sp. Ed.) over past 3 years (baseline Spring 2007);
- 3) Reduction of the gap between state assessment scores of Sp. Ed. and LEPs and regular students over a 2-3 year period;
- 4) Reduction of the gap between commended state assessment scores of Sp. Ed. and LEPS and regular students over a 2-3 year period;
- 5) Increases in graduation rates over past 3 years (baseline Spring 2007/High Schools only); and/or
- 6) Reduction in drop-out rates over past 3 years (baseline Spring 2007/High Schools only).

Visitation sites will also be selected based on evidence that the school operates under 7 Critical Success Factors. Web-sites, literature, etc. regarding the campus should be investigated before prior to visitation to ensure that: 1) Campus decisions are driven by data, vertical & horizontal alignment is evident, and there is provision for on-going monitoring of instruction. 2) Increasing teacher quality is a high priority; teachers are provided on-going job-embedded professional development, and highly qualified individuals are recruited/retained through a variety of effective strategies. 3) Positive school climate increases high attendance rates, reduces discipline issues, and provides a large and varied scope of extra-curricular activities and opportunities for student engagement. 4) The campus leadership team exemplifies the use of a toolkit of powerful resources such as the operational flexibility, resource and data utilization, and a philosophy of life-long learning through job-embedded professional development. 5) Data drives instruction; teachers are experts in the disaggregating of data and make instructional decisions based on data as well as collaboration with leaders and colleagues. 6) Parent and community involvement is visible throughout the school and there is significant evidence of accessibility to community resources and services. 7) Students have opportunities for increased learning time through tier 2 & 3 instructional segments, zero period class offerings, after-school tutorials, Saturday & summer academies, etc.

Once a site or sites have been selected for visitation, permission, of course, must be secured from the campus principal as well as the Cluster Area Assistant Superintendent. Dates and times must be agreeable to both groups and visiting participants must complete BISS professional leave paperwork and have it approved prior to departure. Depending on the size of the visiting group and the campus to be visited, as well as the scope of the visit (academic subject or grade level specific vs. overall school climate visit), visitors might be scheduled in teams and/or for specific blocks of time. Regardless of the details, the visit must be well coordinated, have a goal/end product well specified, and not overburden neither the visited nor the visitor. While the details of each visit are dependent upon the desired outcome, the following is a list of possible critical "look for-s" and "listen for-s" during the visit:

- 1) Are the strategies research-based comprehensive instructional reform strategies and do the strategies make continuous use of student data (formative, interim, progress monitoring) to inform instructional decisions such as regrouping, differentiation of instruction, use of technology, etc?
- 2) Is there sufficient flexibility and sustained support for implementing the strategies?
- 3) Are teachers provided ongoing, intensive technical assistance in implementing the strategies?
- 4) Is there evidence that the strategies were provided sufficient financial support for full implementation?
- 5) Are staff members committed to the implementation? What is the level of buy-in for impacting student success?

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Part 2: Project Management Cont.		
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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>Not applicable.</p> <p>The Brownsville Independent School District does not have any Tier I or Tier II eligible campuses.</p> <p>All 20 BISD Tier III campuses are submitting grant applications.</p> <p>Brownsville ISD has the capacity to serve each campus applying for grant funding and is fully committed to serving each campus awarded a NOGA.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <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.		
<input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input checked="" type="checkbox"/> Tier III Modified Transformation		
<input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center <input type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model <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>		
<input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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Part 3: Intervention Model		
Section B: Model Selection Process –Describe in detail: 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Victoria Heights Elementary school is identified by the grant specifications as a Tier 3 campus. Therefore, Victoria Heights Elementary will use the SIRC Tier 3 Modified Transformation School Intervention Model aligned to the identified needs of the campus. Victoria Heights Elementary is an Exemplary school under the Texas AEIS accountability system. Furthermore, it is labeled "met AYP" under the federal accountability system (AYP). However, the campus and BISD readily recognize the gap between the success rates of its LEP and Special Education populations and the general population, recognize that scores are not on-level, aim at increasing commended TAKS scores, and therefore, eagerly anticipate grant funds designed to help close those achievement gaps and meet and exceed federal and state expectations. Looking at the Transformation model, Victoria Heights readily identifies with all its components and is on the way to implementation: 1) Develop and increase teacher and school leader effectiveness, 2) Implement comprehensive instructional reform strategies, 3) Increase learning time and create a community-oriented school, and 4) Provide operational flexibility and sustained support for school reform.</p> <p>BISD has a very strong and passionate stakeholder commitment to implement the SIRC/TEA Modified Transformation Model and has the capacity to implement fully and effectively this model at Victoria Heights Elementary school. BISD will meet and comply with all the required activities of this rigorous intervention model and will expand it with permissible activities. All SIRC and TEA Modified Transformation Model components will be met.</p> <p>1) Victoria Heights Elementary principal, Michael Moreno, is to be retained. Mr. Michael Moreno is a highly committed leader who has exceeded previous administration's standards for excellence in the service of students and is only in his third year servicing the campus. Over the past three years, some improvement has been made in the areas of 3rd grade reading and 5th grade mathematics.</p> <p>2) Rigorous, transparent, and equitable evaluation systems for teachers and principals will be used. BISD currently uses the TEA teachers' PDAS system and a district instrument for principals. District enhancements include the use of EDUPHORIA software for immediate turnaround of observation data, facilitation of communication and collaboration.</p> <p>3) Reward or remove school personnel based on student performance. The campus currently has no reward systems in place but looks forward to initiating a system. Rarely are teachers paid stipends for professional development trainings nor are there opportunities to travel to out-of-district/state trainings. Nonetheless, teachers are provided with some non-monetary incentives throughout the year.</p> <p>4) Provide job-embedded professional development. There will be more effective and research-based professional development in the area of effective instructional strategies for special education and English language learners. Teachers will be trained in the use of a variety of instructional tools, software, etc. designed to capture the attention of a learner with disabilities or disadvantages and a greater level of collaboration will occur regarding services to LEP and Special Education students.</p> <p>5) Implement strategies to retain staff. Victoria Heights Elementary lost 1 teacher to retirement and 4 requested transfers out of the school at the end of 2009. Staff recruitment is sometimes an issue because teachers do not want to remain on campus due to lack of input in the budget allocations and instructional decisions of the campus.</p> <p>6) Use data to identify and implement research-based instructional programs. In addition to benchmark testing, TMSDS, WebCATT, release TAKS tests, AMAO, TELPAS, TPRI/Tejas LEE, CPALLS and PBMAS, other data sources will be reviewed and used to develop Tier 2 & 3 interventions.</p> <p>7) Promote continuous use of student data to differentiate instruction. Teachers will become proficient in the differentiation of instruction to improve academic excellence of each and every child individually.</p> <p>8) Provide increased learning time in terms of extended day, extended week, and extended year services.</p> <p>9) Provide ongoing mechanisms for family and community engagement. The campus looks forward to a new initiative with Communities In Schools to strengthen its family and community ties and commitment.</p> <p>10) Give the school operational flexibility. BISD commits to providing flexibility to operate in a manner needed to achieving first-rate and lasting school reform.</p> <p>11) Provide ongoing technical assistance. SIRC, Region I, the District Shepherd, and BISD's many departments on the organizational chart are all technical assistance providers and are all committed to Victoria Heights Elementary's school reform initiative.</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).

The three year reform process is designed to increase the effectiveness of teacher and campus leaders, improve instruction through targeted professional development, create community-oriented schools, and provide operational flexibility to increase student achievement. Victoria Heights Elementary School, in conjunction with BISD, will engage in a research-based approach to transform it into a high achieving community-based school. The Texas Transformation Project, under the direction of SIRC, will provide the support, resources, and training needed to enhance the campus' ability to meet all student needs and achieve at higher levels.

YEAR ONE (2010-2011)

Pre-Work) Comprehensive Needs Assessment of the district and campus is a work in progress. Priorities have been set as a result and those priorities are the foundation of the goals, objectives, and activities of the reform. The school has elected to retain the principal and all staff members except those who retired, requested transfers to another campus, and/or resigned and relocated. Main community partners are SIRC, Region One, Communities In Schools, Brownsville Children's Museum, Brownsville Fine Arts Museum and University of Texas at Brownsville-Educational Leadership Department. Communities in Schools and the University of Texas at Brownsville are integral to the reform effort because they have close personal ties to the school environment and are highly visible in Brownsville. Currently, the Hanna Cluster's Area Assistant Superintendent is the LEA's designated person who will foster this Transformation Project, provide support for the campus and be the liaison between the District and the campus. The school has already elected teacher leaders in the form of committee chairpersons. Changes in this structure may be made based on campus need but the qualifying criteria for selection of the teacher leaders will be demonstrated by their ability to collaborate with and lead peers. Members of the instructional leadership team and the teacher leaders will attend the SIRC summer seminar (July 12-15th, 2010). To focus on improving teaching methodologies, Victoria Heights has chosen to consult with Susan Kovalik and Associates, a leader in integrated thematic unit instruction and the effective teaching model. Kovalik's team will begin their training of the Highly Effective Teaching (HET) Model by presenting a Bodybrain Basic Introductory Seminar which will be conducted during the first week of August 2010. This seminar will introduce bodybrain research and implementation strategies to all teachers, administrators and support staff. Included in this training is also a full day of differentiated instruction strategies to support the needs of the English language learners and Special Education students. Four-day Math Solutions training will be scheduled for the second week in August to address the mathematic goals of our campus. This training titled "Understanding the Math You Teach" will focus on deepening the understanding of arithmetic, which is the cornerstone of the mathematics they teach. Particular emphasis will be placed on problem-solving, number sense, instructional strategies that promote thinking and reasoning, and making sense of mathematics. All of these have been a persistent low-performing area for our campus. Additionally, installation of the Understanding Math software will take place during the summer. Software will be installed at the campus and 2 workshops consisting of 3 hours of professional development will also take place prior to the beginning of the school year. Phase 1 of the Understanding Math program is designed for teachers to feel comfortable with navigating the software and support material and to have lesson(s) prepared for immediate implementation. All of this work and trainings will help solidify the school culture and climate, facilitate the change process, and lay the foundation for implementation of the transformational model. The first 90 day action plan will be completed as required.

Fall I) Implementation activities will engrain the reform effort deeply into the campus culture. The campus will work with SIRC and BISD to develop the campus snapshots. Results will be analyzed to ensure that maximum benefit is received from the initiative. Especially important are the snapshot items impacting federal and state accountability requirements, TAKS, AMAO, PBMAS, etc. The campus will also begin the school-wide Positive Behavior Support (PBS) interventions of the SIRC transformational model which is the implementation of approaches to improve school climate and discipline, taking steps to eliminate bullying and harassment. Simultaneously, Victoria Heights Elementary will work with Communities in Schools to provide enhanced social services support for students, parents, and extended families with the goal of creating a community-oriented school. This social service support will include partnering with parents & parent organizations, faith and community based organizations, health clinics & other state/local agencies to create a safe school environment which meets students' emotional, social, health, and academic needs. On-site technical assistance by the SIRC Specialist and campus site visits will be integral to the year one activities as planned jointly by SIRC and the campus. SIRC webinars & publications will be incorporated into job-embedded professional development as appropriate and will be of particular importance to teacher leaders and the leadership team as they begin collecting observation data to guide professional development and student interventions. This is a critical component and is closely linked with the need to develop a plan to recruit, retain, and constantly improve teachers and teacher leaders. The campus will host its parent & community nights designed to build parent and community knowledge and support. There will also be 10 days of on-site coaching from Kovalik & Associates, 3 days on-site coaching from Math Solutions cadre and a follow up session from the Understanding Math team. In addition, Kovalik & Associates will also provide 2 days administrative coaching and more professional development on differentiated instruction while Math Solutions' 2 days of professional development focus will be on reaching the ELL and SPED student during this time of the year. In November, 2010, Year One Fall, the campus will complete its quarterly implementation report due to TEA on the date specified.

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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).

Spring I) Initiate a review of the behavioral data and PEIMS to analyze PBS implementation and success, needed course corrections, interventions, and/or plan modifications. On-site coaching will continue for administrators and teachers by the Math Solutions staff and Kovalik & Associates. Teacher leaders and the campus instructional leadership team will attend the 4 day School Exceeding Expectations Spring Conference (site TBA). A review process of phase 1 and 2 of Understanding Math software will take place with campus leaders to determine the efficacy of its implementation. Discussions on the delivery of professional development will take place and will be scheduled for summer trainings. ROUNDS with school leaders, Saturday Learning Zones, Parent Academic Conferences (PACs) and other campus initiatives/activities will continue to be reviewed to assess levels of success and/or need for modifications. At the end of spring, a campus climate survey will be conducted as well as comprehensive needs assessment. On-line courses will be available and targeted professional development based on classroom observation data and student data. It is not anticipated that a customized performance management system will need to be established. On-going support from SIRC and the District Shepherd will continue to impact success. At this time, it will again be necessary to write the next 90 day action plan. On February 1 and May 1, 2011, Year One, Spring, the campus will submit its quarterly implementation reports.

Summer I) Present opportunities for rejuvenation and rededication to goals. The 5 day summer team training will be quality time for reflecting on guest speakers' messages, training materials, district insights, celebrations, and challenges. Back at home, with support from SIRC and the district shepherd, professional development plans and needs assessments will be reviewed and progress towards goals in the previous 90 day action plans will be evaluated. Based on the data accumulated, plans for classrooms interventions for PBS will be developed and a new 90 day action plan will be written. Some of the culminating summer activities will be a three-day seminar presented by Math Solutions focused specifically on campus needs, attendance to the Highly Effective Teacher (HET) Summer Institute and the National Staff Development Council Summer Conference. TAKS Spring 2011 test results will be analyzed and disaggregated. Decisions will be made regarding how the gap has closed between regular students and LEP and Special Education student populations' test scores. Increases in TAKS commended score rates will be analyzed for each student group; in summary, all District and campus SIRC snapshot data will be carefully reviewed, analyzed, and evaluated in order to better plan for the upcoming year and its challenges. Each campus performance goal will be reviewed and benchmark data collected to ensure that sufficient progress has been made during Year One to ensure that BISDs goals of all students being on-level in reading, math, science, and social studies are being met or that the campus is succeeding at a rapid enough rate to ensure that grant, district, and campus goals are met at the end of the grant period. Looped throughout **Fall I, Spring I, and Summer I** will be: 1) Curriculum alignment with TEKS process. Since BISD and all its schools are part of the CScope Collaborative implementing the C Scope Curriculum, headed up by Region XIII, the District and campuses are in the spotlight with regards to all curriculum alignment issues, constantly provide feedback to the Collaborative, and are updated on all trainings and revisions. BISD and Victoria Heights are also part of all formative assessment systems linked to C Scope and Region XIII; 2) Targeted professional development in technology, outside consultants, face to face training in instructional strategies, and additional job-embedded conferences all responsive to the priorities determined by the campus and district CNA and the SIRC district and campus snapshots; 3) Staff incentives and rewards for extending learning time, attending conferences, participating in job-embedded professional development, and taking on a myriad of other duties and responsibilities associated with the grant's implementation; 4) The teacher and principal evaluation system; and 5) Operational flexibility and increased learning time to implement strategies leading to improved student achievement and graduation rates. On August 1, 2011, Year One Summer, the campus will submit its End of Year 1 implementation report. TEA will evaluate the LEA/campus performance on annual goals and the meeting of the grant requirements.

YEAR TWO

Fall II) Will be devoted to implementing revised and updated professional development plans for instructional leadership, teachers, and the staff-as-a-whole. Classroom level PBS interventions will be implemented and teacher committees/instructional teams will begin the action research projects in alignment with the SIRC timeline. Victoria Heights will continue to have progress assessments, on-site coaching of teachers and administrators and conduct professional development through the Highly Effective Teacher Model. These activities will be designed to solidify skills and to begin building capacity with teacher leaders who will help sustain the initiative as they implement brain-compatible instructional strategies and integrated curriculum. On-line courses will continue and on-site technical assistance by the professional service provider & the transformation specialist will be on-going. SIRC webinars/podcasts/publications as well as other resources and technical assistance will be standard operating procedure for the grantee campus and BISD. BISD will ensure that all SIRC Modified Transformation Model components are 100% part of the BISD and campus general operating procedures. TTIPS campus case management, leadership coaching, and BISD participation in the SIRC District Institute will continue. The 90 day action plan will be completed. On November 1, 2011, Year Two Fall, the quarterly implementation report is due to TEA.

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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).

Spring II) Activities include the continuation of the online learning and the teacher leaders collecting data for the action research projects. Also integral to Spring II will be the review of the data and evaluation of the effectiveness of PBS interventions as well as continued professional development, on-site technical assistance, webinars, podcasts, and the use of other SIRC resources. As is integral to each phase of this reform effort, a new 90-day plan will also be written. Both **Fall II and Spring II** activities also include continuous work on vertical curriculum alignment, operational efficiency regarding the comprehensive formative assessment system, continuation of the social services support in creating community-oriented schools, targeted professional development, on-site coaching, attendance to the Schools Exceeding Expectations Spring Conference, sustained support from the District Shepherd/BISD, staff incentives and rewards, the management of the teacher and principal evaluation system, operational flexibility and learning time to implement strategies leading to improved student achievement, and face to face training and follow-up monitoring in instructional strategies. SIRC district/campus profiles and the CNA and prioritizing of needs will also be the basis of each decision made at the campus and district level. Additionally, monitoring of continuous improvement formative assessments will be constant and consistent. Alignment to the campus' performance goals is also topmost at the list of activities at all juncture points in reform implementation and formative assessments will be constantly used to evaluate proximity to goals. Depending on the nature and quality of the school reform effort, the principal/leadership competency review process may also be reinstituted to build a pipeline of new leaders. On November 1 and May 1, 2012, the quarterly implementation is due.

Summer II) Activities begin with the 5 day summer team training. The campus leadership team and teacher leaders will attend the National Staff Development Council (NSDC) summer conference, the Highly Effective Teacher Summer Institute and the Model Teaching Week Seminar. During Summer II, teacher leaders will present initial findings on their action research topics. Committee work will be devoted to intense data process evaluation to measure what has been working, what needs focus, and what course corrections are needed to successfully accomplish school reform. Formative assessments and TAKS Spring 2012 test results will be analyzed and disaggregated. Decisions will be made regarding how much the gap has closed between regular students and LEP and Special Education student populations' test scores. Increases in TAKS commended score rates will also be analyzed for all students and each student group. District and campus SIRC snapshot data will be carefully reviewed, analyzed, and evaluated in order to better plan for the upcoming year. On August 1, 2010, Year Two Summer, the end of year 2 implementation report will be submitted and TEA will evaluate the LEA/campus performance on annual goals.

YEAR THREE

Fall III) Will begin with the re-administration of the SIRC campus snapshot, thereby refining the work begun during summer II when preliminary TAKS, AEIS, and AYP data became available. On-site technical assistance by the SIRC professional service provider/transformation specialist and a campus site visit will be integral to the campus snapshot process. Case management by TTIPS will be used to upgrade reform efforts as indicated by the snapshot data. An implementation and transition assessment will take place mid-year to examine data and work with the campus leadership team for future planning and sustainability of implementation. On-site coaching for teacher leaders (coaches) as they prepare to coach their peers, leadership coaching and open access to online professional development will also continue. As during the past two years, Fall and Spring III will be comprised of continued participation in webinars/podcasts/publications, and all other resources/technical assistance provided by SIRC. Depending on the nature and quality of the school reform effort at this juncture, the principal/leadership competency review process may also be reinstituted to build a pipeline of new leaders for the campus/district. It is anticipated that by Year Three all components of the school's social services project which support and create community-oriented schools will be firmly in place and institutionalized. This project, along with that of the positive behavior support system, should be fully operational and 100% integral to the school's daily success stories. The LEA's personnel participation in the SIRC district institute will also be a part of the fabric of BISD's support for the campus reform efforts. All professional development and technical assistance activities of the past two years will continue in Fall & Spring III. On November 1, 2012, Year Three Fall, the quarterly implementation report will be submitted to TEA.

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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).

Spring III) Will be the time when teacher leaders and their committees finalize their action research projects and when the campus/district collects data for the PBS evaluation. Both Fall III and Spring III activities will also include continuous work on vertical curriculum alignment (CScope), operational efficiency regarding the comprehensive formative assessment system, continuation of the social services support in creating community-oriented schools, targeted professional development and on-site coaching for teachers and campus administration, sustained support from the district Shepherd/BISD, staff incentives and rewards, the management of the teacher/principal evaluation system, operational flexibility and learning times for implementing strategies leading to improved student achievement and graduation rates, and of course, face to face training and follow-up monitoring in instructional strategies. The campus leadership team will attend the School Exceeding Expectations Spring Conference. SIRC campus/district profiles and the district/campus CNA and prioritizing of needs will also be threaded through and the basis of each decision made at the campus and district levels. Monitoring of continuous improvement formative assessments will be constant. Alignment to performance goals is also of topmost importance at all juncture points. Formative assessments will be constantly used to evaluate proximity to reaching goals. On February and May 1, 2013, Year 3 Spring, the campus will submit its quarterly implementation reports to TEA.

Summer III) Will again include the 5-day summer team training for 8-10 team members and attendance at the National Staff Development Council summer conference. Model Teaching Week, Integrated Curriculum and Standards Academy, and the Highly Effective Teaching Model Institute will also be part of the culminating trainings taking place during this time. Evaluations of the district's customized performance management system, the PBS program, the vertical curriculum alignment projects, the formative assessment system, the social services support plan for creating community-oriented schools, the targeted professional development, face to face training in instructional strategies, and the support from the LEA will also continue. Culminating activities regarding staff incentives and rewards, the teacher and principal evaluation system, and the degree to which the campus and district used operational flexibility and increased learning time to improve student achievement and impact graduation rates will also be inspected. In order words, intense data review and process evaluation will be conducted. What worked and what still needs focus will be reviewed. A sustainability plan which builds in the continuous practice of developing a 90 day action plan, reflecting on its successes and challenges, reviewing formative assessment data, and aligning the constant upgrading of the plan to the campus and district performance goals and objectives will also be integral to the work of Summer III. Just as important will be the plan of action to continue to use teacher leaders as dynamic and critical instructional resources, to constantly monitor their effectiveness, and to continuously provide them with technology and the appropriate leadership and instructional resources and professional development opportunities. On July 31, 2012, the campus will submit its final implementation report to TEA.

In summary, the campus and BISD will fully implement all components of the Texas Transformation Project under the direction of and in collaboration with SIRC.

Brownsville Independent School District will: 1) Allow new governance arrangements and operational flexibility as needed; 2) Conduct district needs assessments via the district snapshot process; 3) Facilitate the replacement and recruitment of qualified staff at the campus as needed; 4) Support initiatives to increase community and parental involvement; 5) Ensure the placement of social service resources at the campus; and 6) Attend all required meetings and trainings.

The campus principal will: 1) Utilize rigorous and equitable evaluation systems to enhance instructional improvement; 2) Provide high quality job-embedded professional development; 3) Lead the implementation of Positive Behavior Support (PBS); 4) Support and utilize teacher leaders to improve instruction; 5) Implement programs to increase community and parental involvement; 6) Participate in required trainings and online professional learning; and 7) Create and submit 90-day action plans as required by SIRC and the LEA. The campus teacher leaders will: 1) Provide instructional leadership and support to staff via walk-throughs and observations; 2) Facilitate job-embedded professional development; 3) Collaborate with administration in the development of long-range professional development plans; 4) Work in a dual role of teacher and instructional leader; 5) Participate in required trainings and online professional learning; and 6) Conduct action research.

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Schedule #4B—Program Description			
Part 3: Intervention Model			
Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Board of Trustees		
2	Campus Principal		
3	Campus Instructional Leadership Team (Assistant Principal, Instructional Facilitator/Dean of Instruction)		
4	Teachers		
5	Support Staff (Instructional Assistants, Custodians, Cafeteria Workers, Office Staff)		
6	Students		
7	Parents		
8	Business Community		
9	Community agencies serving the campus		
10	Students at feeder pattern schools		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 3: Intervention Model		
Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.		
<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, 1B, 1C, 2B, 4A, 4B, 4C, 5A, 5B 6A, 6B, 7C	Journey To Excellence- Victoria Heights will have a school wide implementation of thematic instruction and interdisciplinary community based curriculum.	This school wide initiative focuses on applying brain research in classrooms to maximize student achievement and create body-brain compatible learning environments. This will help provide rich experiences for all of At-Risk, SPED, LEP and general ed students who currently, due to their economically disadvantaged status, are not able to experience. These subgroups have consistently been the lowest performing at our campus over the last 3 years.	"Through innovative instructional practices, schools can improve their students' test results and close the gap in performance among our student subgroups ... this type of instruction also provides a rich set of comprehensive guiding principles and strategies to assist school leaders," Williams, B. (2003). <u>Closing the achievement gap: A vision for changing beliefs and practices.</u> Alexandria, VA. Association for Supervision and Curriculum Development.	August (Daily – Unit length is 6-Wks long)	June
1A, 1B, 1C, 2B, 4A, 4B,	DEAR Time All students will be provided a school wide designated time for reading and vocabulary building activities. Students will read with purpose both expository and narrative texts.	To increase their critical thinking skills while developing a love for reading. Currently, Victoria Heights has a grave need in the literacy area. Students at all grade levels perform at least 10% below the state achievement level.	"...devoting time for reading allows children to see that reading for fun and pleasure is a valuable experience... can help develop better writing skills. The more children read, the more they are exposed to the written word – and that will lead to better reading and writing skills." Marzano, R. J. 2003). <u>What works in schools: Translating research into action.</u> Alexandria, VA:ASCD	August (Daily – 30 min)	June
1A, 1B, 1C, 2B, 4B, 7B	Understanding Math 1 st – 5 th grade students will utilize math software in whole class instruction and at the computer lab.	To develop concepts from the concrete to the pictorial to the abstract using multiple representations & allow the students to make connections in a problem solving, high tech environment. Technology in the classrooms is almost non-existent due to lack of funding and recurrent break-ins.	"Technology & curriculum development for mathematics teachers was significantly related to increased student achievement." Huffman, Thomas & Lawrenz. (2003). Relationship between professional development, teachers' instructional practices, and the achievement of students in Science and Mathematics. <u>School Science and Mathematics</u> 103, pp.378-387.	September (Twice Weekly)	July

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A,2B,2C 3A,4C,7A	ROUNDS of excellence Campus leaders and teachers will conduct walk-throughs and then debrief as a team to determine areas of strength or need.	In the campus climate survey, teachers expressed the desire to have clear knowledge of the expectations that administrators have when conducting walk-throughs. This activity aims to address that weakness while creating an environment of collegiality & building teacher capacity.	"Leadership capacity refers to the breadth of participation in leadership and the depth of skill that teachers, administrators, parents, students, and community members bring to the work... Effective leaders must know how to build leadership capacity, including how to get started, how to sustain the momentum, and how to design schools capable of supporting such work." Lambert, L. (1998). <u>Building leadership capacity in schools</u> . Alexandria, VA: ASCD.	August (Weekly)	May
1A, 1C, 2B, 2C, 4C, 5B, 6B, 7A	Focus on Success Bi monthly meetings between parents, teachers, administration, counselor and social workers to discuss possible interventions for students at-risk of failing.	At-risk student achievement is not at level with the regular student population. These meetings will focus on early interventions to monitor student success and the effectiveness of interventions from the onset.	"Corbett (1990) defines restructuring as major changes in roles, relationships, and rules to obtain new results in schools and districts. The need for restructuring and integrating the resources of the broader environment with those of schools has been proposed (Hayes, 1992). Fullan (1991) acknowledges the potential of restructuring schools and altering the relationships of schools to the external forces that surround them." Sergiovanni, T.J. (1990). <u>Value-added leadership: how to get extraordinary performance in school</u> . Orlando, FL: Harcourt Brace Jovanovich, Inc.	August (Twice Monthly)	May
1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C, 4A, 4B, 4C	Understanding the Data- Grade level teachers will meet with district curriculum specialists and campus instructional facilitator to discuss results of three	ELA and mathematics achievement continues to be a major problem at the campus for all grade levels during the last 3 years. By disaggregating the data, interventions can be	By knowing how to analyze the data teachers will be able to "shows how data and the application of data can make a difference in the quality of the school improvement process...data needs to be	August (Every 3 weeks)	April

	week benchmarks through a detailed item analysis and to determine instructional strategies that can help increase student achievement	implemented to close the achievement gaps in those subject areas. Special focus will be given to English language learners and Special Education students.	gathered and how the data can be analyzed to meet the needs of the customers in the education process," Bernhardt, V. (1998). <u>Data analysis for comprehensive school wide improvement</u> . Larchmont, NY: Eye on Education, Inc.		
Add additional pages as needed.					

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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
2A, 2B, 2C, 3A, 3C, 5B, 5C, 7C	<p>Crucial Conversations – In partnership with UT-B Educational Leadership Program.</p> <p>Campus administrators will meet with UTB faculty from the Ed. Leadership program. During this time, administrators will learn different methodologies for engaging teachers and creating a campus environment that is supportive of their leadership.</p>	<p>Campus climate survey results established the need for school administrators to support teachers.</p>	<p>"Collaborative leadership and decision making is a process of decentralization in which the school becomes the primary unit of management of educational improvement. This type of leadership creates an avenue for the input of teachers, support staff, parents and the community individuals who have first hand knowledge of relevant issues related to schools and schooling."</p> <p>Bey, T. (1992) Does teacher support and development really matter in shared decision-making? In G. Bey, T. (1992) Does teacher support and development really matter in shared decision-making? In G. Brown & J. Merchant (eds.) <u>Supervision and site-based decision-making: roles, relationships, responsibilities & realities</u> (pp.37-41). Austin, TX: Capital Printing Company, Inc.</p>	August (3 hours-twice a month)	June
2C, 3A, 3C, 5A, 5B, 5C	<p>Community Connections for Increased Partnerships-</p> <p>Campus administrators will engage in conversations with leaders of the community to learn about effective methods for reaching parents and other community members.</p>	<p>This activity focuses on increasing the school leaders awareness of parental and community needs.</p>	<p>Asking the Right Questions, Seeking the Best Solutions, former principals Barbara Kohn and Beverly Nance encourage principals to step out of their comfort zone and pursue learning with their staff & community to become the tools to shift from being top-down, authoritarian leaders to becoming open collaborators and continual learners.</p> <p>Kohn, B. & Nance, B. (2007). <u>Principals who learn: Asking the right questions, seeking the best solutions.</u> Alexandria, VA: ASCD.</p>	August (2 hours-monthly)	June

2B, 2C, 3A, 3C, 7C	<p>The Art of School Leadership-</p> <p>This book study and reflection is intended to be used by campus leaders to incorporate some of the best practices that lead to school wide reform.</p>	Currently, campus staff is in need of focused instructional leadership as evident in the campus climate survey.	<p>Having schools that succeed is a hard job but when "The Principalsip" focuses on how school leaders can create outstanding schools using reflective practice and moral authority," then the success arrives with a positive leadership and good learning campus and climate.</p> <p>Sergiovanni, T.J. (2001). <u>The Principalsip: A reflective practice perspective</u>. Needham Heights, MA: Allyn & Bacon.</p>	July (1 hour monthly)	Dec
1A, 1C, 2A, 2B, 2C, 3A, 3C, 7C	<p>Texas Assessment Conference – Austin TX</p> <p>Administrators and selected teacher leaders will attend the state assessment conference.</p>	By attending the state's assessment conference, campus leaders will be knowledgeable of the upcoming legislative updates and state expectations with regards to assessment practices. With the upcoming changes in state assessment, attendance to this conference is crucial for school leaders.	<p>As mentioned by Marzano, Waters and McNulty this trainings offer the "responsibilities that have a significant effect on student learning and the positive correlation of each to academic achievement gains."</p> <p>Marzano, R. J, Waters, T. & McNulty, B. (2005). <u>School leadership that works: From research to results</u>. Alexandria, VA: ASCD.</p>	Nov (4 day winter conference)	Dec
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A, 1B, 1C, 2B, 2C, 4A, 4B, 4C, 7B, 7C	It's in the Block (Scheduling for Success)- Classes will be blocked in 45 minutes periods except for reading and math which will have consecutive 90 minute instructional periods.	By devoting double blocks in areas of need (reading & math), Victoria Heights aims to increase learning time, student achievement and commended levels of performance. This strategy will also allow for structured instructional planning for teams of teachers or professional development time.	"If we expect children to master more skills and assimilate more content... they must have more time in which to attain these targets. Schools that used the additional time for instructional time, enrichment activities, planning and professional development, and tutoring achieved higher levels of academic proficiency." Farberman, D. & Kaplan, C. (2005). <u>Time for a change: The promise of extended-time schools for promoting student achievement.</u> Boston, MA. Massachusetts 2020.	August Daily blocks of 45 min. 8:00 – 3:30	May
1A, 1C, 4A, 4B, 5B, 5C, 6A, 6B, 6C	Sunrise Support An optional 30 minute student advisory period (before school) that gives all students time to discuss schoolwork or other concerns with teachers.	This period allows teachers time to develop relationships with students thereby helping to increase student engagement in school which is vital for student success.	"The following research-based school improvement programs significantly increase student achievement: tutoring as an academic support, homeroom team teaching and looping." Kennely, L. & Monrad, M. (2007). <u>Approaches to dropout prevention: Heeding early warning signs with appropriate interventions.</u> Washington, DC: NHSC at the American Institutes for Research.	August Tue-Fri 7:30-8:00a.m.	May
1A, 1B, 1C, 2B, 2C, 4A, 4B, 5C, 6A, 6B, 6C, 7C	Morning Reading Café- A before school time (30 minutes) in which there will be a variety of engaging reading/ circle/storytelling activities for students in Kinder – 5 th to develop the critical thinking skills needed to achieve the state commended standards.	Currently, there is a grave need to address this content area since our campus persistently scores the lowest in reading as compared to other subject areas. This activity will focus on improving reading comprehension and critical thinking skills and in turn, increase commended levels of performance.	Marzano contends that providing extended time for literacy one and/or extending the length of the day will drastically increase student achievement. Marzano, R. J. (2003). <u>What works in schools: Translating research into action.</u> Alexandria, VA: ASCD	September Mon-Thu 7:30-8:00	May

1A, 1B, 1C, 2A, 2B, 2C, 4A, 4B, 5C, 6A, 6B, 6C, 7C	Expanding Horizons A 1.25 hour after school math and reading/ELA academic reinforcement and enrichment time for 1 st – 5 th grade students.	An intervention program for at-risk students. At-risk, economically disadvantaged, SPED and LEP students are often less likely to have educational resources and learning experiences outside of school. They continue to underachieve in the areas of mathematics and language arts at Victoria Heights. Expanding Horizons program aims to build core academic skills & language acquisition & to provide these students with the opportunities needed for reinforcement of concepts through differentiated instruction.	Schools can provide extended time in which to overcome the obstacles. Students can benefit from additional enrichment challenge to learn and review concepts, to delve deeper in a more challenging curriculum, or participate in enjoyable hands-on activities and experiments. James-Burdumy, S., Dynarski M., & Deke, J. (2007-December). When elementary schools stay open late. <i>Educational Evaluation and Policy Analysis</i> , 29(4), pp. 296-299.	September Mon-Wed 3:45-5:00	May
1A, 1B, 1C, 2A, 2B, 2C, 4A, 4B, 4C, 5B, 5C, 6A, 6B, 6C, 7C	Tiger Summer Institute PK- 5th grade students will enroll into a specialized accelerated summer instructional program that will focus on Mathematics and Reading/ELA. A daily block of 1.5 hrs. will be dedicated to enrichment activities that may include: photography, gardening, guitar lessons, art, jewelry making, newspaper, poetry alive, number sense, Destination Imagination, drama, yearbook, sports, etc.	Research suggests that low-income students experience significant learning loss over the summer months as compared with children from higher income families who have access to enrichment activities. The Tiger Summer Institute will attempt to reduce the negative effects of summer learning loss by engaging students in rich academic and enrichment courses in order to increase commended levels of performance in reading and mathematics.	Providing minorities and disadvantaged children with extended academic experiences will eliminate educational differences and increase student achievement. These can include an array of instructional enrichment programs, tutoring, or homework assistance but may also include recreational, musical and artistic activities. Frazier, J. & Morrison, F. (1998, April). The influence of extended-year schooling on growth of achievement and perceived competence in early elementary school. <i>Child Development</i> , 69(2), pp.495-497.	Summer June Mon.-Fri 8:00-3:30 (1 month)	Summer July
1A, 1B, 1C, 2B, 2C, 4A, 4B, 5B, 5C, 6A, 6B, 6C, 7C	Learning Zones A 3 hour Saturday enrichment academy for Kinder-5 th grade students. Some of the activities provided in this program will include: photography, gardening, guitar lessons, art, jewelry making, newspaper, poetry alive, number sense, Destination Imagination, drama, yearbook, sports, etc.	The Learning Zones aim to provide students with engaging enrichment experiences that are correlated to thematic instructional themes taking place during the school week. By offering these activities the campus hopes to increase the student's thirst for learning & to ensure commended levels of success in the state's standardized testing with the ultimate goal of creating & sustaining a culture of success.	Every complex event embeds information in the brain and links what is being learned to the rest of the learner's current experiences, past knowledge, and future behavior the primary focus should be on expanding the quantity and quality of ways in which a learner is exposed to content and context. Williams, B. (2003). <u>Closing the achievement gap: A vision for changing beliefs and practices</u> . Alexandria, VA: Association for Supervision and Curriculum Development.	9/10 Every Saturday of each school week.	5/11

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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
1A, 1C, 2C, 3C, 4A, 4B, 5A, 5B, 5C, 6A, 6B, 6C	Parent Academic Conferences (PACs) Parents will attend scheduled Parent Academic Conferences with teachers at the end of every six-week period to discuss their student's achievement and concerns.	Schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents and reaching parents directly, personally, and with a trusting approach. Currently, parents visit the campus only during Open House and are not actively participating in their student's education.	Findings suggest that parental involvement is positively correlated with and increased chance of academic success in school. As per Jaynes "parental involvement has a significant, positive impact on children across race and across academic outcomes." Jaynes, W.H. (2002). A meta-analysis. The effects of parental involvement on minority children's academic achievement. <i>Education and Urban Society</i> , (35(2), 202-219.	August (Once every 6 weeks)	May
1A, 1C, 2B, 2C, 3B, 3C, 5A, 5B, 5C, 6A, 6B, 6C	Tiger Talks! The school administration will host a one-hour monthly meeting with parents.	These chats between school administrators and parents will focus on giving parents jargon-free guidance on ways to maintain supportive verbal interaction with their children as well as provide information and/or clarification on any issues parents may be facing regarding the educational process.	Swap states that chats among administrators help "to prepare school personnel and parents to initiate discussion, make choices, adapt suggestions, and set a realistic time-table for implementation, and in turn this practices will increase family involvement in schools with benefits such as increased student achievement and attainment, increased student self-esteem, fewer behavioral problems in school, and better school attendance." Swap, S. (1993). <u>Developing home-school partnerships: From concepts to practice.</u> New York, NY: Teachers' College Press.	August 2010 (Once monthly)	May
3B, 4A, 4C, 5A, 5B, 5C, 6A, 6B, 6C,	Tiger Forums- One evening per 6-Week period, Victoria Heights will open its doors to the community to display the student's culminating thematic activity projects.	To increase parental and community involvement in the campus where there will be a showcase of student's work. Each unique forum may feature performances by Victoria Heights dance and music groups, storytelling, art-making workshops, gallery activities and/or art exhibits.	"The main reason to create partnerships with the community is to help all youngsters succeed in school and in later life. When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work."	August (Once per 6-Weeks)	May

			Epstein, J.L. (1995). School/family/community partnerships: Caring for the children we share. <i>Phi Delta Kappan</i> , 76(9), 701-712.		
3C, 5A, 5B, 5C	<p>Leading by Example – A parent relevant curriculum-</p> <p>The Parent Center will host a series of special topic meetings during the fall and spring semesters.</p>	A culturally and linguistically appropriate opportunity for parents to meet with one another. Topics presented will vary based on parental needs but may include: ESL/GED classes, nutrition guidance, sewing, cooking, responsible behavior instruction, learning at home modeling, etc.	<p>"With reasonable certainty we can state that poverty may statistically predict lower school performance, yet families that provide a stimulating, language rich, supportive environment defy the odds of socio-economic circumstance. In other words, an alterable 'curriculum of the home'—including the family's relationships, practices and patterns of life—is a more powerful predictor of academic learning than the family's status. Schools can work with families to improve the curriculum of the home, regardless of the family's economic situation."</p> <p>Redding, S. (2000). <i>Parents and learning</i>. Geneva, Switzerland: UNESCO.</p> <p>Retrieved from http://www.ibe.unesco.org/publications/practices.htm</p>	August (4 hours weekly)	May
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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
1A, 1C, 2B, 4A, 4B, 5B, 5C, 6A, 6B, 6C, 7C	Elementary to College Club (ETC Club)- 4 th & 5 th grade students and parents will visit and/or learn about different universities throughout the school year and will be introduced to the numerous educational opportunities offered by these institutions.	Economically disadvantaged children benefit from visions of what is possible for them beyond the circumstances in which they find themselves at the time, and their parents contribute both to that vision and to the children's confidence that they can reach out and attain it. This activity aims to create partnerships with parents to foster and create awareness of the benefits resulting from higher education.	Research suggests that interventions focused on providing information and guidance about college to underrepresented students and families, both early and often, can supply them with the "college knowledge" they sorely need. Pelavin, S.H. and M. Kane. (1990). <u>Changing the Odds: Factors Increasing Access to College</u> . New York City, NY: the College Board.	August (Once a week)	May
2B, 4B, 5B, 5C, 6A, 6B, 6C, 7C	Arts in the Brownsville Community (ABC) Club- PreK – 5 th grade students will attend various Fine Arts (dance, art, drama, music, etc.) community events during the fall and spring semester.	Education in the arts provides significant opportunities for critical thinking, creative problem solving, skill development, collaborative learning and meaningful community involvement. The ABC Club will provide students knowledge of their own cultural heritage and enlighten them about other cultures, past and present.	"Research in arts education has consistently shown that the arts are a distinct form of knowledge requiring sustained and demanding work and yielding kinds of empathy, understanding, and critical thinking skills both equal to and distinctive from those available in chemistry, civics, or shop." Dickinson, D., McKean, B., and Oddleifson, E., (1997). <u>Learning through the arts</u> . New Horizons for Learning. Retrieved from http://www.newhorizons.org/stategies/arts/dickinson_1narts.htm	August (Once a week)	May
1A, 1C, 2B, 2C, 4A, 4B, 6A, 6B, 6C, 7C	Tigers Fit for Life- Students in PreK – 5 th grade will have a minimum of 20 minutes recess time daily in the fitness scape station to increase physical activity levels.	Childhood obesity and diabetes have doubled in the last two decades. This extra-curricular activity is dedicated to reversing this dangerous trend. The program will empower students by helping them acquire the skills, confidence and positive self-image needed to become healthy young adults. Currently, only 42% of the students at Victoria Heights are performing at the	"Fitness is a primary goal for physical education in the United States. Many schools don't have the equipment to allow youngsters to practice those skills nor the time scheduled for free play. Schools can't expect a child to sit in a classroom all day long and not burn off that energy. It hurts their academic achievement." Payton, J. et al (2008). <u>The positive impact of social and</u>	August (Daily)	May

		recommended fitness level.	<u>emotional learning for kindergarten to eight-grade students: Findings from three scientific reviews.</u> Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.		
1A, 1B, 2C, 4C, 6A, 7A, 7C	<p>Performance Based Incentives</p> <p>Performance based incentives will be given to individuals who meet the criteria set forth by the campus leadership team to increase student achievement.</p>	Research consistently finds that performance-based incentives lead to retention in targeted schools. To ensure its effectiveness the incentives guidelines will: include input at each state of the development, set clear performance goals, use multiple measures of performance and provide monetary incentives that are large enough to affect individual behavior.	<p>"...research, and practice of performance-based compensation, specifically focusing on valid, reliable, and ethical ways to evaluate teachers' instructional performance is positively correlated to student achievement." Experts discussed the promise and pitfalls of value-added and other statistical measures of student achievement growth as well as teaching portfolios and professional administrator evaluations, compensation reform have the potential to influence all teachers in the workforce..." National Comprehensive Center for Teacher Quality. (2007). Paying for teachers' performance: Strategies and conditions for success. Retrieved from http://www.tqsource.org/webcasts/payforteach/index.php</p>	May (Once yearly)	May
5B, 5C, 6A, 6B, 6C	<p>Dress for Success-</p> <p>All students will wear uniforms to school on a daily basis.</p>	By implementing this mandatory school uniform initiative Victoria Heights Elementary hopes to improve discipline and academic performance, increase school attendance, self-esteem and confidence, lower overall clothing costs, promote group spirit, reduce social stratification, improve classroom behavior, lower rates of school crime and violence, and easily identify non-students on campus.	<p>"Uniforms reduce the effects of social disparity. All distinctions of wealth will be done away with." National Association of Elementary School Principals. (2001). School Uniforms Why & How. Principal Online, Retrieved from http://www.naesp.org/misc/uniforms.htm</p>	August (Daily)	May
1A, 1C, 2B, 2C, 6A, 6B, 6C	<p>Communities In Schools</p> <p>A Social Worker will be assigned to the campus to work specifically with the most at-risk students. These students will be provided with the academic and emotional help needed to be successful in school and life.</p>	At-risk students continue to under perform at Victoria Heights. Communities In Schools will help at-risk students stay in school, prepare for life and connect schools with needed community resources. This program will assess the needs of the student and then design plans for meeting those needs using existing resources.	<p>"One-on-one relationships between adults and young people make the crucial difference. Programs don't change kids - relationships do." Retrieved from Communities In Schools-Cameron County Inc. http://ciscameroncounty.org/</p>	Aug.2010	May 2011
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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1A, 1C, 2B, 2C, 3B, 3C, 4C, 6A, 6B, 6C, 7A, 7B, 7C	Highly Effective Teaching Model (Susan Kovalik & Associates)- All teachers will be trained and coached on-site to design, plan and implement interdisciplinary and differentiated lessons to ensure quality teaching methodologies.	The <i>Highly Effective Teaching</i> model is a brain-compatible model grounded in the biology of learning, effective instructional strategies, and the development of conceptual multidisciplinary curriculum. This on-site professional development and coaching series include proven strategies and methods for student learning, teaching and administrative management. In addition to the Five Learning Principles, the <i>Highly Effective Teaching</i> (HET) Model will provide the opportunity for peer observations, mentoring, and the creation of teacher portfolios, action research projects, grade-level study groups, teacher self-assessments and analysis of student work.	"...today's principal must be a true instructional leader, these insights are helpful in developing techniques for understanding effective curriculum design and delivery... shown the importance of posing key questions called essential questions, which help stimulate student acquisition, understanding and transfer of knowledge. This process leads to successful instruction..." Wiggins, G., & Mctighe, J. (2007). <u>Schooling by design: Mission, action and achievement</u> . Alexandria, VA: ASCD.	August (Dates TBD)	July
1A, 1C, 2B, 2C, 3B, 3C, 4C, 6A, 6B, 6C, 7A, 7B, 7C	Math Solutions All teachers will receive on-site professional development and coaching to focus and improve the teaching of mathematics.	The campus hopes to help teachers increase their understanding of the math they teach, develop insights into how students best learn math and develop effective strategies for teaching mathematics. The coaching component will encourage the development of leadership skills, effective practices, observation techniques and communication strategies.	"...interventions led to improvements in the mathematics achievements in the mathematics achievement of students experiencing mathematics difficulty, including the following: (a) providing teachers and students with data on student performance; (b) using peers as tutors or instructional guides; (c) providing clear, specific feedback to parents on their children's mathematics success; and (d) using principles of explicit instruction in teaching math concepts and procedures." Baker, S., Gersten, R., & Lee, D. (2002). A synthesis of empirical research on teaching mathematics to low-achieving students. <i>The Elementary School Journal</i> , 103, 51-73. Retrieved from	August (Dates TBD)	June

			http://www.centeroninstruction.org/files/BakerGerstenLee2002.pdf		
1A, 1B, 1C, 2A, 2B, 4A, 4C, 5B, 5C, 6A, 6B, 7A, 7B, 7C	RTI Behavior Management- All campus teachers will use the Response to Intervention management program to track student progress and effectiveness of interventions.	With RTI school wide training and implementation, Victoria Heights staff will identify students at risk of failing, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.	"...the results of the assessment yield a unique set of useful resources relevant to the user's current implementation level and that may provide guidance..." Center on Instruction. (2009). RTI CTRL: Response to Intervention classification tool and resource locator. [Online tool]. Retrieved from http://www.rtictrl.org/	August (Every 3 weeks)	May
1A, 1B, 1C, 4A, 4C, 7A, 7B, 7C	CAMT, CAST, TSRA Conferences- Administration and selected teachers will attend the Conference for the Advancement of Mathematics Teaching (CAMT), Conference for the Advancement of Science Teaching (CAST) and the Texas State Reading Association (TSRA) conferences to obtain to keep current with the trends in educational practices. Attending personnel will present findings at faculty meetings upon return.	Annual Texas conferences for reading (TSRA), mathematics (CAMT) & science (CAST) teachers. Workshops and sessions consist of content and pedagogy appropriate for K-12 teachers. Effective use of manipulative materials in the classroom & use of technology in instruction are also important components of the CAMT & CAST conferences.	"Teacher professional development is essential to efforts to improve our schools... changes of this magnitude will require a great deal of learning on the part of teachers and will be difficult to make without support and guidance," Bork, H. (2004). Professional development and teacher learning: Mapping the terrain. Educational Researcher, 33(8), 3-15. Retrieved from http://www.aera.net/uploadedFiles/Journals_and_Publications/Journals/Educational_Researcher/Volume_33_No_8/02_ERv33n8_Borko.pdf	August (Each of them once per year with dates TBD)	July
1A, 1B, 1C, 4A, 4C, 7A, 7B, 7C	Technology Training (TCEA, Region 1 & Campus)- Administration and selected teachers will attend these conferences to keep abreast of the most current trends of educational practices. Attending personnel will present findings at faculty meetings upon return.	Teachers will have the opportunity to attend sessions presented by leaders in the field of educational technology. In addition, industry representatives showcase the latest in educational computer hardware, software and multi-media solutions. These conferences help school teachers integrate technology into their classrooms & to learn more about how technology plays a role in the classrooms of tomorrow.	"Some of the competencies teacher leaders need are not common to classroom instruction. They develop these areas of expertise through practice or through professional learning that focuses on teacher leadership." Darling-Hammond, L., Wei, R., Andree, A., Richardson, N., & Orphanos, S. (2009). <u>Professional learning in the learning profession: A status report on teacher development in the United States and abroad</u> . Washington, DC: National Staff Development Council.	August (Once per year with dates TBD)	June
1A, 1B, 1C, 4A, 4C, 7A, 7B, 7C	SIOP & ELPS Training All campus teachers will be trained in the Sheltered Instruction Observation Protocol & English	Currently, students stay in the bilingual program for at least 4-6 years. This training will give teachers the opportunity to engage the English language learners and promote language	The SIOP is a research-based observation instrument that has been shown to be a valid and reliable measure of sheltered instruction ...the		

	Language Proficiency Standards procedures to increase the academic performance of English language learners.	acquisition at a faster rate through the use of best practices in language instruction.	SIOP is also used as a model for lesson planning and implementation of high quality sheltered instruction. All features of the SIOP model are aligned with current research on instruction for ELLs. (Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001). The SIOP Institute(2008) Retrieved from http://www.siopinstitute.net/research.html		
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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 4: Waiver Requests

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

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

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

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.

- ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.
This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

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

Brownsville ISD will provide significant on-going monitoring of grant activities primarily through the office of the Cluster Area Assistant Superintendent who is also known in this grant as the district shepherd. All quarterly and end of year implementation reports will be carefully reviewed and dissected by the Cluster Area Assistant Superintendent prior to submission to TEA. These will be the official guideposts for monitoring of grant activities to ensure continuous improvement, however, short-interval (3-4 weeks) significant monitoring of grant activities on the local level will be implemented to ensure that reports to TEA indicate progress towards meeting goals and provide evidence of continuous improvement. These BISD short-interval on-going monitoring activities are listed below aligned to the grant's Critical Success Factors.

- 1) Academic Performance. Reading/ELA, math, & science district and campus benchmarks, TPRI/TEJAS BOY, MOY, and EOY assessments, TAKS reading/ELA, math, & science commended & passing levels for all students, for LEPS, and for Sp. Ed.
- 2) Quality data to drive instruction. Charts, graphs, and lists of regrouping, increased instructional time, etc. based on district & campus benchmark results, TPRI/TEJAS BOY, MOY Tier 2 & 3 regrouping charts & numbers of students showing improvement. TELPAS & AMAO changes.
- 3) Leadership effectiveness. Number of training sessions attended by principal, assistant principal, & dean/facilitator. Teacher leader trainings.
- 4) Increase learning time. Number of extended day/week/year and zero period opportunities for students, Number of students participating in sessions. Extended day/week/year & zero period curriculum review and evaluation.
- 5) Increase parent/community involvement: Number of sessions, types of sessions, and number of participants for parents/community.
- 6) Improve school climate: percentage point increases in attendance, decreases in discipline referrals, and increases in number of students participating in extra/co-curricular activities.
- 7) Increase teacher quality: increases in number of administrator & teacher leader walk-throughs, feedback meetings, and mentoring/collaboration meetings.

The campus will closely monitor the grant activities to ensure that all processes are followed correctly and thoroughly. Ongoing and systematic data collection about implementation will be collected to assess the program's impact on student learning and to ensure that the program or practice continues to be implemented as designed. Victoria Heights will monitor grant activities in the following manner:

1. Academic performance. Monitored through progress reports, parent academic conferences, campus benchmarks results, TPRI/TEJAS LEE reports, AEIS-IT online data analysis,
2. Quality data to drive instruction. Walk throughs data and debriefing outcomes, Focus on Success meetings and results, intervention logs resulting from benchmark data analysis, professional development evaluations, implementation of teaching strategies, improvement rosters and RTI's progress.
3. Leadership effectiveness. Parent, teacher and student surveys, professional development sessions attended, reflections on strategies for the month.
4. Increase learning time. Student participation logs for before, after & Saturday school activities, before & after school activities impact on student achievement through progress monitoring and evaluation of effectiveness of these programs through teacher, parental surveys, co-planning effectiveness surveys.
5. Increase parental/community involvement. Parental activities attendance logs, monthly calendar of events submission and advertisement, and logs reflecting number of teacher-parent contacts by phone, school conferences or home visits.
6. Improve school climate. Classroom and school attendance increases, number of discipline referrals, number of students consistently participating in extra-curricular activities and surveys on effectiveness of school uniforms.
7. Increase teacher quality. Staff development logs and evaluation feedback, coaching reflections, teacher self-perception surveys, ROUNDS with leaders walk-throughs feedback & technology implementation surveys.

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Schedule #4C—Performance Assessment and Evaluation		
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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>BISD and Victoria Heights Elementary will use the results of the formative evaluations to improve the grant program. The formative evaluation will occur in short-intervals of 3-4 weeks and at the time of the quarterly reports to TEA. The district's Cluster Area Assistant Superintendent/district shepherd will meet with the campus administration and/or teacher leaders as appropriate to review and provide feedback on campus and district reading/ELA, math, and science benchmark results and the instructional and professional development decisions made as the result of those pieces of assessment data.</p> <p>The same process will be in place for the BOY and MOY TPRI/TEJAS K-3 reading assessments and the Pre K CPALLS initiative. Quality data drives instruction! Thus, the formative evaluation measures, in short intervals, how effectively the campus is using the quality data and whether or not it is driving instructional decisions on a daily basis.</p> <p>Although leadership effectiveness may be more difficult to ascertain on a short-interval basis, disaggregation of data and the making of data-driven decisions are both on-going job embedded leadership professional development activities. So is resourcefulness in the allocation of additional time and funds to support areas of need revealed by the constant and consistent disaggregation of data. Thus, the district shepherd will be able to use these indicators as formative evaluation tools for leadership effectiveness. Formative evaluation of the effectiveness of increases in learning time will be based on increases in numbers of students participating in extension programs as well as indirectly via improvements in benchmark test results from administration to administration.</p> <p>Again, the success of extended learning opportunities will be an indicator of the leadership's effectiveness and groupings and curriculum for these opportunities will reflect the quality of use of data to drive instruction. The short-interval effectiveness of parent/community involvement increases and improvements in school climate will also be a topic of discussion every 3-4 weeks when the district shepherd meets with the campus to discuss progress towards goals. Discussions will result in decisions as to whether or not Victoria Heights Elementary is on target or needs to strengthen each activity/initiative dedicated to these two components.</p> <p>Finally, although BISD's teaching force is currently 100% highly qualified as per federal guidelines, the Critical Success Factors of increasing teacher quality will be measured via the formative evaluation by items such as: walkthrough data collection, improvements in benchmark results, implementation of training on instructional strategies, use of technology, etc. in alignment with the on-going job embedded professional development in which grant teachers are participating.</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

BISD and Victoria Heights Elementary agree to comply with reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. Brownsville ISD will develop a process for data collection and methods will be technology driven to the greatest extent possible. Surveys will be used (example/survey monkey) to the extent possible to gather data on quality, type, and degree of participatory involvement practiced by principal, teachers, parents, community members, and when/as appropriate, students.

Quality, type, and degree of planning, implementation, and evaluation of project activities data collection will be mainly through summaries, sign-in sheets and agendas submitted to the Cluster Area Assistant Superintendent. The method for collection of data with regards to the quality, type, and degree of collaboration with project partners will be via reports from these groups as well as Victoria Heights Elementary reports to the district shepherd with details regarding the successes and challenges of project collaboration.

Data collection regarding the quality, type, and level of professional development activities and their impact on school reform efforts will be via walk-throughs and the PDAS instruments which indicate level of implementation of new strategies and level of follow-through in use of technology, etc.

Data regarding the quality and type of curriculum used, instruction delivered, and increases in learning time will be derived from district and campus benchmark testing results, TPRI/TEJAS BOY, MOY, and EOY on-line reports disaggregated by targeted student group. Any products or documents developed as part of the project will be evaluated by the district's appropriate central office department. Strengths and weaknesses of the project design, implementation, and evaluation will also be reflected via these data collection methods and components described here.

The quality and level of communication with and reporting to management on the progress of the project and any problems encountered will also be reflected via the data collection methods described above because data collection components will include items such as: 1) on time/late submission, 2) complete/incomplete submissions, and 3) level of meeting formative goal/s, etc. Ultimately, the extent to which recommendations for modifying or improving the program as a result of on-going evaluation activities were implemented will be determined by the meeting or not meeting each year's progress goals and performance objectives.

The majority of this data will be collected via the SIRC customized performance management system or a similar data collection tool. The SIRC district and campus snapshots will also be integral to the qualitative and quantitative data collection, the disaggregation of the data to improve instruction and to obtain continuous improvement results. All stakeholders, Board of Trustees, Superintendent, central office personnel, Victoria Heights Elementary staff, parents, and community will have access to the data via on-line documents.

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Victoria Heights Elementary will consult with all relevant stakeholders, faculty, staff, administrators, parent representatives, community representatives, and district leaders, in the development of campus performance goals as related to this grant. Committees for each of the Critical Success Factors will be formed and all Critical Success Factors will be addressed when developing goals.</p> <p>The campus' committees will determine its performance goals to increase academic performance through the use of quality data. A longitudinal study of TAKS results, Stanford/Aprenda, TPRI/TEJAS LEE, CPALLS data will be done and data will be disaggregated by grade level, subject or skill area, race, gender, socioeconomic status, and sub-populations. Upon completion of the data analysis, comparisons will be made between campus, district and state performance levels to determine gaps in student achievement and specific weaknesses by subject area, skill, and subgroups. In addition, other academic performance data such as TELPAS scores, PBMAS, district benchmark outcomes, Fitness Gram results, classroom tests, teacher observations, etc. will also be considered when determining the academic goals for the campus. Also, added to the previous data analysis, promotion, attendance, and discipline data will also be carefully scrutinized to determine the need and intensity, if any, of behavioral or academic interventions (RTI) for specific students on individual basis.</p> <p>To increase leadership effectiveness and establish collaborative leadership goals, the campus climate survey results will be utilized. School administrators will meet with teacher leaders, community and parent representatives and the district shepherd to establish goals based on the needs and vision of the campus.</p> <p>The <i>Increase Learning Time</i> committee will develop campus goals based on a variety of data measures including the campus climate survey, classroom observations, retention rates, attendance data and co- and extra-curricular activities attendance. The committee will assess the amount of student time on task in appropriately leveled tasks, make comparisons in attendance between co-curricular and extra-curricular activities, and determine the degree of effectiveness of instructional methods during the allowed time for instruction and the degree of engagement levels of all students during classroom and special programs instruction. These data will be utilized to determine the Response to Intervention activities that will be developed for students.</p> <p>Parental involvement goals will be developed with the help of the parent liaison and the parental involvement committee members. Longitudinal parental involvement data will be used to determine patterns of attendance for school sponsored activities involving student activities vs. activities designed solely for parental growth or participation. Teachers' parent contact logs, records of administrators meetings with parents will also be utilized to set-up year long activities that support student achievement, help foster positive home-school relations and promote community support of campus initiatives.</p> <p>The campus school climate survey will be utilized to measure the students, teachers, and parents' level of satisfaction with the school environment. Additionally, the number of discipline referrals, school violence rates, school drug-use rates, student (and staff) attendance rates, and teacher retention rates will also yield critical insight as to the current climate status of the campus and will be essential components</p>		

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<p> <i>Teacher Quality and Retention</i> goals will be developed by looking at the different qualifications/certification of teachers and how they are distributed among students of different achievement levels. This committee will also examine patterns of pre- and post- achievement levels of students in teachers' classes. Consideration will be also be given to the number of years of experience, in-field or out-of-field teaching status, degrees attained, teachers' contribution to student achievement gains, formal and informal evaluations results, and number of professional development sessions attended. Data from the <i>Increase Learning Time</i> committee will also be utilized in determining <i>Teacher Quality and Retention</i> goals. Specifically, current success rates of the RTIs activities and strategies, and time-on-task will also help determine the needs of the faculty. </p> <p> Upon completion of the data analysis for each of the Critical Success Factors, each committee will record its findings or needs as determined by the available data studied. Based on the findings, all Critical Success Factor committees and the whole school community will come together to determine specific student needs and prioritize them. By prioritizing these findings or needs, the school will determine which ones will be crucial to focus on. </p> <p> In deciding on school priorities for student learning, the school community may arrive at its decision via consensus, majority vote, vote by the leadership team after whole-school discussion, or some other means. Achieving consensus will be the most challenging task, but this route usually represents the best opportunity for unified vision and action on the part of stakeholders. </p>		

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Texas Title I Priority Schools Grant Schedule # 4C--Performance Assessment and Evaluation						
Part 3: Annual Performance Goals Improve Academic Performance – Enter the annual goals for student achievement, on both the State's assessments and other measures identified by the LEA, to which the LEA is holding the campus accountable						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase TAKS Reading/ELA commended performance rates.	TAKS Gr. 3-5 Reading/ELA	26%	+10% baseline	+20% baseline	+30% baseline
2	Increase TAKS Math commended performance rates.	TAKS Gr. 3-5 Math	35%	+10% baseline	+20% baseline	+30% baseline
3	Increase TAKS Science commended performance rates.	TAKS Gr. 3-5 Science	39%	+10% baseline	+10% baseline	+10% baseline
4	Narrow gap between LEP and Special Education each and all students tested: TAKS Reading/ELA.	TAKS, TAKS A & TAKS M Gr. 3-5 Reading/ELA	78%	-5% baseline	-10% baseline	-15% baseline
5	Narrow gap between LEP and Special Education each and all students tested: TAKS Math.	TAKS, TAKS A & TAKS M Gr. 3-5 Math	74%	-5% baseline	-10% baseline	-15% baseline
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	Increase district benchmark test passing rates: Reading/ELA, math, and science.	District benchmark tests	70%	80%	80%	80%
2	Increase Pre K -2 End Of Year on-level reading scores.	CCPALLS & TPRI/Tejas LEE	35%	+10% baseline	+10% baseline	+10% baseline
3	Meet or exceed state standards for instruction of Beginner, Intermediate, & Advanced ELLPS.	TELPAS	Baseline: 32% Attain: 37% Progress: 58%	+10% baseline	+10% baseline	+10% baseline
4	Reduce reading/ELA end-of-year failure rates.	StudentPLUS database	4.2%	-5% baseline	-10% baseline	-15% baseline
5	Reduce math end-of-year failure rates.	StudentPLUS database	4.8%	-5% baseline	-10% baseline	-15% baseline

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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	Achieve Recognized or Exemplary TEA Accountability Status.	AEIS	Exemplary	Recognized or Exemplary	Recognized or Exemplary	Exemplary
2	Meet AYP requirements.	NCLB AYP	Met AYP	Meet AYP	Meet AYP	Meet AYP
3	Increase stakeholders' support of principal as instructional leader	Annual CNA Needs Assessment	45.5%	+20%	+20%	+20%
4	Increase participation in district & Region I workshops, on-line courses, pd seminars, etc.	ERO & Region 1 database	5%	90%	92%	95%
5	Comply with all SIRC Modified Transformation Project components.	SIRC database	Subject to grant award	90%	92%	95%

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	Implement Pre-Kindergarten Full Day Program.	PEIMS	Full day status	Full day status	Full day status	Full day status
2	Provide extended day/week/RtI sessions for Reading/ELA all students and specifically for ELLP and Special Education students.	StudentPLUS database	None this year	+10% baseline	+20% baseline	+30% baseline
3	Provide day/week/RtI sessions for math all students and specifically for ELLP and Special Education students.	StudentPLUS database	None this year	+10% points / baseline	+20% points / baseline	+30% points / baseline
4	Provide day/week/RtI sessions for science all students and specifically for ELL and Special Education students.	StudentPLUS database	None this year	+10% baseline	+20% baseline	+30% baseline
5	Provide summer academies for remediation & enrichment.	StudentPLUS database	Do not have a summer academy at this time.	+3-5% baseline	+5-7% baseline	+7-9% baseline

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of yearly parent involvement activities on campus.	Meeting/ Training Agendas	24	+10	+10	+10
2	Increase number of parents attending parent involvement trainings, activities, conferences, etc. on campus and at district.	Sign-in sheets	1 Parent Conference this year.	+20 baseline	+30 baseline	+40 baseline
3	Increase parent and community satisfaction with school.	Annual CNA survey	95%	80%	80%	80%
4	Increase depth of community involvement in school curriculum, including submission to KBSD for broadcasting.	Campus annual calendar	We did not have this type of involvement this year.	+10% baseline	+15% baseline	+20% baseline
5	Increase parent and community volunteerism on campus.	Human Resources database	5 parents have volunteered this year.	+10	+20	+30

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	Increase student attendance rates.	PEIMS	96%	96%	97%	98%
2	Decrease student discipline referrals.	PEIMS	160	-10	-20	-30
3	Increase teacher attendance rates.	Payroll dept. database	75%	+3% baseline	+6% baseline	+9% baseline
4	Increase stakeholders' perception of school climate.	CNA survey	25%	+10% baseline	+20% baseline	+20% baseline
5	Increase student participation in co-curricular and extra-curricular activities.	StudentPLUS database	45 students	+3% baseline	+6% baseline	+9% baseline

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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	Increase student centered instruction.	Eduphoria software / walkthroughs	10 per week	20% baseline	30% baseline	35% baseline
2	Increase participation in District and Region I professional development sessions.	ERO & Region I software	2% of our staff attended	+5% baseline	+10% baseline	+15% baseline
3	Comply with all SIRC Modified Transformation professional development components.	ERO software	Pending grant	90%	92%	95%
4	Increase use of technology in instruction.	Eduphoria Reading Smart TextHELP Criterion, etc. software	4%	+10% baseline	+20% baseline	+30% baseline
5	Increase teacher use of data to impact instructional decisions.	AEIS it WebCATT TMSDS software	75%	+10% baseline	+20% baseline	+30% baseline

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	Increase end-of-year reading report card passing rates of special education students K-5.	PEIMS	84.6%	+10% baseline	+15% baseline	+20% baseline
2	Increase end-of-year math report card reading passing rates of special education students K-5.	PEIMS	86.3%	+10% baseline	+15% points / baseline	+20% points / baseline
3	Increase end-of-year science report card passing rates of special education students K-5.	PEIMS	88%	+10% points /baseline	+15% baseline	+20% baseline
4	Increase end-of-year reading report card passing rates of ELLP students K-5 (Each population).	PEIMS	85.0%	+10% baseline	+15% baseline	+20% baseline
5	Increase end-of-year math report card passing rates of ELLP students K-5 (Each population).	PEIMS	83%	+10% baseline	+15% baseline	+20% baseline

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

No Barriers

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

Barrier: Gender-Specific Bias

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

Barrier: Cultural, Linguistic, or Economic Diversity

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

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Texas Title I Priority Schools Grant Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Drug-Related Activities (cont.)				
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, & parents to deal with drug-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D15	Seek Collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Texas Title I Priority Schools Grant Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transferal system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M03	Recruit volunteers to actively participate in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, acknowledge in school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary				
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276		
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	\$ 1,308,488	\$	\$ 1,308,488
Professional and Contracted Services	5C 6200	\$792,021		\$792,021
Supplies and Materials	5D 6300	\$1,056,456		\$1,056,456
Other Operating Costs	5E 6400	\$965,000		\$965,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	\$1,058,000		\$1,058,000
Total Direct Costs		\$5,179,965		\$5,179,965
1.334% Indirect Costs				\$70,035
Grand Total				
Total Budgeted Costs:		\$5,179,965	\$	\$5,250,000
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$5,250,000
Multiply by (.05% limit)				X .05
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 262,500

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

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

Year 1: SY 2010-2011 \$1,750,000

Year 2: SY 2011-2012 \$1,750,000

Year 3: SY 2012-2013 \$1,750,000

* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.

Provide any necessary explanation or clarification of budgeted costs

The budget that is listed in this schedule is based upon the following data sources which assisted us in determining where our critical area of needs existed. Budgetary needs addressing our proposed budget are based upon the following data sources: Texas English Language Proficiency Assessment System Campus Report- TELPAS 2007-2009, Texas Primary Reading Inventory Campus Report- TPRI 2007-2010, Tejas LEE Reading Inventory Campus Report 2008-2010, Prekinder C-PALLS+ Assessment Campus Report 2008-2010, Victoria Heights Elementary Teacher Needs Survey, Victoria Heights Elementary Parent Needs Survey, Victoria Heights Elementary Student Needs Survey, Academic Excellence Indicator System- AEIS Campus Report 2007, 2008 and 2009. Results from the AEIS reports outlined a need to concentrate on addressing the lower than state average reading, mathematics passing and commended rates at our campus. Based upon our AEIS and TELPAS reports, our Limited English Proficient- LEP students continue to perform under the state average and the C-PALLS+ , TPRI and Tejas LEE data reports demonstrate that approximately over half of our prekinder thru third grade students assessed have not mastered comprehension skills by the end of the school year. Our teachers suffer from lack of professional development opportunities which would improve the quality of instructional planning and delivery. The lack of parental involvement and the lack of understanding for our campus mission and goals are evident in the parent survey. The student survey have indicated that there are little or no opportunities to engage in outside activities that would allowed students to have a better understanding of their community and world as it relates to them. Lower socio-economic of the students status is a main contributor to this issue. The campus has almost no technological resources or funding as is evident in our campus teacher survey AEIS campus report. The leadership team lacks training and professional development opportunities that would help assist and support better teacher retention and capacity building. Professional development is in dire straits as is evident by the lack of funds listed in the AEIS reports for the 2007, 2008 and 2009 school years. Our lower than average commended TAKS rates taken from our AEIS campus reports indicate that there is a need for new and innovative teaching techniques which would allow our teachers to improve the quality of their delivery. Our student demographic data clearly indicates the need for our campus to have an outside social and community resources designed to assist families who lack the support with the social and emotional needed for the affective domain of our students. All of these needs are being addressed through the careful development of a budget that focuses on increasing student achievement, parental involvement, effective leadership, and through a targeted professional development program that whose focal point is differentiating instruction to meet the special needs of our students, especially those of the Special Education and English language learners.

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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				\$	\$
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions			1			\$147,735
22	Title: Literacy Coach					
23	Title: _____					
24	Title: _____					
25	Title: _____					
26	Subtotal Employee Costs				\$	\$ 147,735
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 60,000
28	6119	Professional Staff Extra-Duty Pay				875,000
29	6121	Support Staff Extra-Duty Pay				80,000
30	6140	Employee Benefits				145,753
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$1,160,753
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$1,308,488

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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
1.	Online Gradebook			\$ 3,180	\$
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$	\$ 3,180
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service): Benchmark Assessment Program Consultants					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs				\$	\$
Title: _____					
Subgrants, Subcontracts, Subcontracted Services				\$ 23,850	\$ 23,850
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:				\$ 23,850	\$ 23,850

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Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): Highly Effective Teaching Model – Susan Kovalik & Associates				
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		\$200,000		\$200,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$200,000	\$	\$200,000
3. Description of Professional or Consulting Service (Topic/Purpose/Service): Math Solutions				
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		\$225,000		\$225,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$225,000	\$	\$225,000
4. Description of Professional or Consulting Service (Topic/Purpose/Service): SIRC Consultants				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	
Contractor's Payroll Costs Title: _____		\$		
Subgrants, Subcontracts, Subcontracted Services		\$ 90,000		\$ 90,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$ 90,000	\$	\$ 90,000

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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.)				
5. Description of Professional or Consulting Service (Topic/Purpose/Service): Communities In Schools				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$69,000	\$	\$69,000
Title: Social Worker				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$69,000	\$	\$69,000
6. Description of Professional or Consulting Service (Topic/Purpose/Service): Response To Intervention Behavior Management Program				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	
Title:		\$19,911		\$19,911
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$19,911	\$	\$19,911
7. Description of Professional or Consulting Service (Topic/Purpose/Service): Student Information Management and Retrieval System				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	
Title:		\$ 19,080		\$ 19,080
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 19,080	\$	\$ 19,080

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	<u>031-901</u> County-District No. _____ Amendment No.		
Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
8. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Region 1 ESC				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1		\$	
Title: _____ Subgrants, Subcontracts, Subcontracted Services		\$ 42,000		\$ 42,000
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 42,000	\$	\$ 42,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$646,841	\$	\$646,841
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:		\$0		\$0
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		\$3,180		\$3,180
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		\$688,841		\$688,841
Remaining 6200- Professional and Contracted Services that do not require specific approval:		\$100,000		\$100,000
Grand Total:		\$792,021		\$792,021

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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			\$	\$25,000	
	#	Type	Purpose			Quantity
	1	DVD players & Doc. Scanner	Display educational videos. Scan work documents.			40 each
	2	Portable CD/Radio Systems	Include auditory activities in the classroom.			20
	3	USB Headphones	To add headphones to new computers.			200
	4	Karaoke systems	Allow students to interact and be heard in class.			10
5	Digital Cameras	Use for class projects and activities.	10		\$16,700	
6399	Technology Software- Not Capitalized				\$0	
6399	Supplies and Materials Associated with Advisory Council or Committee				\$0	
Total Supplies and Materials Requiring Specific Approval:					\$41,700	
Remaining 6300- Supplies and Materials that do not require specific approval:					\$1,014,756	
Grand Total				\$	\$1,056,456	

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013		Amendment No.	
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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: Attendance of faculty and administration to Highly Effective Schools Conf.			\$	150,000
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:					150,000
Remaining 6400 - Other Operating Costs that do not require specific approval:					815,000
Grand Total				\$	\$965,000

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

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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	Projectors	\$800	40		\$32,000
3	Document Readers	\$1,000	40		\$40,000
4	E-Book Reader	\$250	25		\$6,250
5	Laptop and Desktop computers	\$900	160		\$144,000
6	Portable Media players	\$250	15		\$3,750
7	Classroom P.A. system	\$500	40		\$20,000
8	Wireless writing tablets	\$250	50		\$12,500
9	Color and Monochrome laser printers	\$400	50		\$8,000
10	Television VHS/DVD Combination	\$400	30		\$12,000
11	Cafeteria P.A. System	\$4,000	1		\$4,000
12	180 Degree Dome Projection system	\$50,000	1		\$50,000
13	Listening centers	\$500	15		\$7,500
14	Deluxe console system with platforms	\$9,000	1		\$9,000
15	Medicine ball exercise system	\$7,000	1		\$7,000
16	Hand-Eye coordination fitness system	\$7,000	1		\$7,000
17	Dance exercise set	\$1,500	1		\$1,500
18	3000+ Lumen projector	\$3,000	1		\$3,000
19	Portable Wireless P.A. System	\$600	1		\$600
20	Treadmill	\$1,800	1		\$1,800
66XX/15XX- Technology Software- Capitalized					
21	Reading Software	\$11,250	1		\$11,250
22	Progress Reporting Software	\$15,000	1		\$15,000
23	Math Software	\$20,000	1		\$20,000
24					
66XX/15XX- Equipment and Furniture					
25	Desk station for 3 classroom computers	\$300	40		\$12,000
26	Projector Screen for classrooms	\$300	40		\$12,000
27	Projector Screen for cafeteria (electric)	\$2,500	1		\$2,500
28	Audio/Video carts for laptop, projector, document reader	\$200	40		\$8,000
29	Classroom Storage & Furniture	\$1433.75	40		\$57,350
30					
31					
Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.					
32	Install/fix central alarm system for all classrooms, and install P.A. systems, ceiling mount all projectors, and electric projector screen. Fitnesscape station.				\$550,000
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					\$1,058,000

SCHEDULE #6AGENERAL PROVISIONS &
ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**031-901

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

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

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

- B. Contingency:** This contract is executed by Agency subject to the availability of funds appropriated by legislative act for the purposes stated. All amendments and/or extensions or subsequent contracts entered into for the same or continued purposes are executed contingent upon the availability of appropriated funds. Notwithstanding any other provision in this contract or any other document, this contract is void upon appropriated funds becoming unavailable. In addition, this contract may be terminated by Agency at any time for any reason upon notice to Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency. This contract may be extended or otherwise amended only by formal written amendment properly executed by both Agency and Contractor. No other agreement, written or oral, purporting to alter or amend this contract shall be valid.
- C. Contractor's Application:** Furnished to Agency in response to a request for application, is incorporated in this contract by reference for all necessary purposes. It is specifically provided, however, that the provisions of this contract shall prevail in all cases of conflict arising from the terms of Contractor's application whether such application is a written part of this contract or is attached as a separate document.
- D. Requirements, Terms, Conditions, and Assurances:** Which are stated in the Request for Application, in response to which Applicant is submitting this application, are incorporated herein by reference for all purposes although the current General Provisions shall prevail in the event of conflict. The instructions to the Standard Application System, as well as the General and Fiscal Guidelines and Program Guidelines, are incorporated herein by reference.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered and subsequently liquidated (recorded as an expenditure or accounts payable) within the contract dates. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A - cont.**GENERAL PROVISIONS &
ASSURANCES****TEXAS EDUCATION AGENCY****Standard Application System****School Years 2010-2013**031-901

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-901 County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

- T. Subcontracting:** Contractor shall not assign or subcontract any of its rights or responsibilities under this contract, except as may be otherwise provided for in this application, without prior formal written amendment to this contract properly executed by both Agency and Contractor.
- U. Use of Consultants:** Notwithstanding any other provision of this application, Applicant shall not use or pay any consultant in the conduct of this application if the services to be rendered by any such consultant can be provided by Applicant's employees.
- V. Capital Outlay:** If Contractor purchases capital outlay (furniture and/or equipment) to accomplish the objective(s) of the project, title will remain with Contractor for the period of the contract. Agency reserves the right to transfer capital outlay items for contract noncompliance during the contract period or as needed after the ending date of the contract. This provision applies to any and all furniture and/or equipment regardless of unit price and how the item is classified in Contractor's accounting record.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</u> County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 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**

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	031-901 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>031-901</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;"> <u>031-901</u> County-District No. </div>
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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

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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>031-901</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	031-901 County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

Federal Program:			
Name:			
1. Type of Federal Action <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	2. Status of Federal Action: <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. Report Type: <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____	
4. Name and Address of Reporting Entity: <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 21	
6. Federal Department/Agency:		7. Federal Program Name/Description:	
		CFDA Number, if applicable:	
8. Federal Action Number, if known:		9. Award Amount, if known:	
		\$	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):		10. b. Individuals Performing Services (including address if different from No. 10a; last name, first name, MI):	
(Attach Continuation Sheet(s), if necessary)			
[ITEMS 11-15 REMOVED]			
16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.		Signature:	
		Name:	
		Title:	
		Telephone#	Date:
Federal Use Only:		Standard Form LLL	

SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>031-901</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>031-901</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>031-901</u> 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.

SCHEDULE #6FPROGRAM-SPECIFIC PROVISIONS
& ASSURANCES**TEXAS EDUCATION AGENCY****Standard Application System****School Year 2010-2013**031-901

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- 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
