

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____  of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>(SAS)</b>  <b>School Years 2010-2013</b>	<b>Mission CISD</b> Organization Name	108-908 County-District#
		Ralph Cantu JR High Campus Name	044 Campus Number
		74 6001 742 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 type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

#### Certification and Incorporation

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

#### Authorized Official

Typed First Name	Initial	Last Name	Title
Cornelio		Gonzalez PhD	Superintendent Of Schools
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
956-323-5505	956-323-5634	cgonzalez@mcisd.org	

**Only the legally responsible party may sign this application.**

6/2/2010

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 pm 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-108-100-10-1000

63-4-113 8-100-0103

**701-10-112-418 0.**

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<b>Texas Title I Priority Schools Grant</b>			
<b>Schedule #1—General Information</b>			
<b>Part 2: List of Required Fiscal-Related Attachments and Assurances</b>			
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 <b>back</b> of the application as an appendix.			
<b>Proof of Nonprofit Status</b>			
1	<b>Required for all open-enrollment charter schools sponsored by a nonprofit organization:</b> <b>Check box to indicate that proof of nonprofit status is attached.</b> (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)		
<b>Assurance of Financial Stability</b>			
2	<b>Required for all independent school districts, open-enrollment charter schools, and education service centers:</b> <b>Check box to indicate assurance that audit requirements have been met.</b> 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.		
<b>Assurance of Submittal of Reviewer Information Form</b>			
3	<b>Required for all applicants:</b> <b>Check box to indicate assurance that reviewer information form will be submitted.</b> All applicants are required to complete the Reviewer Information Form and to submit it online by <b>Thursday, May 6, 2010</b> . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>					
<b>Part 3: Applicant Information</b>					
<b>Local Educational Agency (LEA) Information</b>					
LEA Name Mission CISD					
Mailing Address Line – 1		Mailing Address Line – 2		City	State
1201 Bryce Street				Mission	Texas
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
28 <sup>th</sup> District		010531739		4PWV5	4831040
Campus Name Rafael Cantu Jr. High				County-District Campus Number	
				108908044	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
1201 Bryce Street				Mission	Texas
<b>Applicant Contacts</b>					
<b>Primary Contact</b>					
First Name		Initial		Last Name	
Jose		Luis		Rios	
Telephone		Fax		Email	
956.323.7800		956.323.7880		jlrrios@mcisd.org	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
1201 Bryce street				Mission	Texas
<b>Secondary Contact</b>					
First Name		Initial		Last Name	
Blanca		I.		Lopez	
Telephone		Fax		E-mail	
956.323.7800		956.323.7880		bilope20@mcisd.org	
Mailing Address Line – 1		Mailing Address Line – 2		City	State
1201 Bryce Street				Mission	Texas

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by telephone/e-mail/FAX on _____ by _____ of TEA.						
<b>Texas Title I Priority Schools Grant</b> <b>Schedule #3—Purpose of Amendment</b>						
<b>Part 1: Schedules Amended (Check all schedules that are being amended.)</b>						
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.						
Schedule #1—General Information  Schedule #3—Purpose of Amendment  Schedule #4—Program Requirements  Schedule #4A—Program Abstract  Schedule #4B—Program Description  Schedule #4C— Performance Assessment and Evaluation  Schedule #4D—Equitable Access and Participation	Schedule #5—Program Budget Summary  Schedule #5B—Payroll Costs 6100  Schedule #5C—Professional and Contracted Services 6200  Schedule #5D—Supplies and Materials 6300  Schedule #5E—Other Operating Costs 6400  Schedule #5G—Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)					
<b>NOTE: The last day to submit an amendment to TEA is 90 days prior to the ending date of the grant.</b>						
<b>Part 2: Revised Budget</b>						
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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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #3—Purpose of Amendment</b>		
<b>Part 3: Reason for Amendment Request.</b> 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)	
<b>Part 4: Amendment Justification</b>		

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4—Program Summary and Application Requirements</b>		
<b>Part 1: Grant Program Information;</b>		
<b>Summary of Program: Purpose and Goals</b>		
<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>		
<b>Allowable Activities</b>		
<p><b>Tier I and Tier II Grantees</b></p> <ul style="list-style-type: none"> <li>■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.</li> <li>■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.</li> <li>■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.</li> </ul> <p><b>Tier III Grantees</b></p> <ul style="list-style-type: none"> <li>■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.</li> <li>■ 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.</li> <li>■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.</li> </ul> <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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<b>Part 2: Statutory Requirements</b>			
#	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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<b>#</b>	<b>Requirement Description – Federal Statutory Requirements</b>	<b>Primary Component Where Described</b>	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>must</b> implement the following federal requirements. <ul style="list-style-type: none"> <li>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;</li> <li>b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;             <ul style="list-style-type: none"> <li>1. Screen all existing staff and rehire no more than 50 percent; and</li> <li>2. Select new staff.</li> </ul> </li> <li>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;</li> <li>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;</li> <li>e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</li> <li>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;</li> <li>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;</li> <li>h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</li> <li>i. Provide appropriate social-emotional and community-oriented services and supports for students.</li> </ul>	Program Assurances	

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#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
18	If the LEA/campus selects to implement the <b>turnaround model</b> , the campus <b>may</b> 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 <b>closure model</b> , the campus <b>must</b> 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 <b>restart model</b> , the campus <b>must</b> 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 <b>transformation model</b> , the campus <b>must</b> 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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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 <b>may</b> 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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<b>Part 2: Statutory Requirements</b>			
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described	
23	<p>An LEA <b>may</b> also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(B) Implement a school wide "response-to-intervention" model;</li> <li>(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;</li> <li>(D) Use and integrate technology-based supports and interventions as part of the instructional program; and</li> <li>(E) In secondary schools--               <ul style="list-style-type: none"> <li>(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;</li> <li>(2) Improve student transition from middle to high school through summer transition programs or freshman academies;</li> <li>(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</li> <li>(4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.</li> </ul> </li> </ul>	Program Assurances	
24	<p>An LEA <b>may</b> also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(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;</li> <li>(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</li> <li>(D) Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ul>	Program Assurances	

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<b>Part 2: Statutory Requirements</b>		
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
25	The LEA <b>may</b> 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
<b>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.</b>		
<b>Part 3: Statutory Assurances</b>		
#	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.	
<b>Part 4: TEA Program Assurances</b>		
#	TEA Assurance Description	
1	Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the Quarterly Implementation Reports (QIR), the Model Selection and Description Report, and through participation in TEA technical assistance. a. The Model Selection and Description Report must be submitted to TEA no later than <b>February 1, 2011</b> . This report may be submitted at any time prior to the deadline. Grantees must demonstrate successful completion of the following activities: i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities.	



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<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
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 <b>transformation model</b> , 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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<b>#</b>	<b>TEA Assurance Description</b>		
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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<b>Part 4: TEA Program Assurances</b>		
#	TEA Assurance Description	
13	An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as-- A. Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; B. Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; C. Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or D. Expand the school program to offer full-day kindergarten or pre-kindergarten.	
14	The LEA may also implement other strategies for providing operational flexibility and intensive support, such as-- A. Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or B. Implement a per-pupil school-based budget formula that is weighted based on student needs.	
15	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested. a. Number of minutes within the school year. b. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup. c. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only) d. College enrollment rates. (High Schools Only) e. Teacher Attendance Rate f. Student Completion Rate g. Student Drop-Out Rate h. Locally developed competencies created to identify teacher strengths/weaknesses i. Types of support offered to teachers j. Types of on-going, job-embedded professional development for teachers k. Types of on-going, job-embedded professional development for administrators l. Strategies to increase parent/community involvement m. Strategies which increase student learning time	
<b>By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.</b>		

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<b>Part 1: Grant Eligibility</b>		
Tier I Eligible Campus	Tier II Eligible Campus	Tier III Eligible Campus <input checked="" type="checkbox"/>
<b>Identify which timeline the LEA/Campus the applicant will implement.</b>		
Option 1: LEA/campus currently engaged in aggressive reform Option 2: LEA/campus in need of foundational technical assistance <input checked="" type="checkbox"/>		
<b>Part 2: Grant Program Summary.</b> 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).		
<p>Rafael Cantu Jr. High School (RCJH) will implement the transformation model and will address the needs identified as areas of concern. Based on a campus needs assessment, RCJH will look at improving in three (3) subgroups Special Education, Limited English Proficient (LEP) and At-Risk specifically in the subject areas of Reading/ELA, Math and Science. Our Special Ed., LEP, and At-Risk students are in need of effective teaching, learning strategies and strong interventions. In an effort to address these groups and improve student academic performance within each targeted subgroup, RCJH will:</p> <ol style="list-style-type: none"> <li>1. Address academic performance in Reading/ELA, Math and Science</li> <li>2. Increase the use of Quality Data to Drive Instruction</li> <li>3. Maximize Instructional time</li> <li>4. Increase Parent/Community Involvement</li> <li>5. Improve school climate</li> <li>6. Increase teacher quality</li> <li>7. Increase Leadership effectiveness.</li> </ol> <p>At the completion and identification of the data analysis an instructional program will address all of the appropriate content standards and develop a school improvement plan that will focus on a school-wide effort on the priority instructional needs in Reading/E.L.A., Mathematics and Science for all subgroups. In order to address the need of the program a timeline for the development, implementation and program monitoring will be designed. Issues to be address in the staff development process by campus administration will include (but not limited to): 1. the use of data; 2. effective teaching methods; 3. parental and community engagement in the planning; 4. curriculum alignment (horizontal and vertical alignments) with state, district, and federal standards embedded in the design; 5. evaluation processes (formative and summative); 6. Identify program goals, measureable objectives in direct instruction and curriculum design. Teachers will be required to teach, monitor progress, and teach (C-Scope) district curriculum that has been aligned with the state content standards. In addition to the curriculum, teachers will be expected to support and accommodate the school-wide objectives in their classrooms. It will be understood that a significant amount of commitment will be required in the monitoring of the school improvement plan.</p> <p>RCJH is highly committed to provide Staff development to all teachers and staff in an effort to better communicate, disaggregate data and to better provide instructional strategies in the area of Reading/ELA, Math and Science. Data driven instruction will continue with on-going communication with District Curriculum Coordinators and within subject area departments at the campus level.</p> <p>Currently, RCJH has a parental involvement program that brings parents volunteers to assist with school activities. However, the need to develop a program that extends the quality of parents in the school is a goal of the school. To this effort, RCJH has surveyed parents to identify how well the school has provided services to the students. Another type of survey that will be conducted is to identify the different type of home activities parents are engaging in with their children.</p> <p>The goal for implementing the transformation model is to provide our students in the targeted subgroups with instructional strategies that will help them be successful in the areas of Reading/ELA, Math and Science. Implementation of this plan will provide the support, resources, and training to enhance our campus ability to meet the needs of our Special Education, LEP and At-Risk Students.</p>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>															
<b>Part 1: Comprehensive Needs Assessment</b>															
<b>Section A: Campus Grade Levels</b>															
<b>Type of School</b>	<b>Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant</b>														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School								210	240	215					665
Open-Enrollment Charter School															0
<b>Total Students:</b>	0	0	0	0	0	0	0	210	240	215	0	0	0	0	665
<b>Total Instructional Staff</b>															<b>58</b>
<b>Total Support Staff</b>															<b>9</b>
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>															
<b>1</b>	AEIS Report, PEIMS, AYP														
<b>2</b>	State-Mandated Test, TAKS and TELPAS														
<b>3</b>	District Benchmarks, Six Weeks Test														
<b>4</b>	Disciplinary Records, Attendance Reports, Truancy Reports														
<b>5</b>	Student Grades: Report Cards, Progress Reports, Student Conferences														
<b>6</b>	Eduphoria: PDAS Instrument, Walkthroughs														
<b>7</b>	Teacher Certification Report														
<b>8</b>	LPAC														
<b>9</b>	Staff Development: Kagan Training Cooperative Learning														
<b>10</b>	Staff Development: Stetson and Associates Differentiated Instruction														

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section C: Process</b> Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</b>		
<p>Rafael Cantu Jr. High (RCJH) has identified the needs of the campus based on student, teacher, staff, and parent input via surveys. The surveys were given to measure the stakeholders' perception of how the school is performing. Students were given the opportunity to participate in the survey so that they would provide valuable perceptions about school climate and discipline practices. Student surveys were completed online using the program Zoomerang. The teachers and staff were also surveyed completed independently and via Zoomerang. The parent/guardian was sent a surveys home with their child. The survey items were simply written in an effort for them to be easily understood.</p> <p>The survey items identified the following seven categories:</p> <ol style="list-style-type: none"> <li>1. Address academic performance in Reading/ELA, Math and Science</li> <li>2. Increase the use of Quality Data to Drive Instruction</li> <li>3. Maximize Instructional time</li> <li>4. Increase Parent/Community Involvement</li> <li>5. Improve school climate</li> <li>6. Increase teacher quality</li> <li>7. Increase Leadership effectiveness.</li> </ol> <p>Based on the findings of the comprehensive needs assessment, a comprehensive evaluation plan of a school's strengths and weaknesses of the campus was derived. The concept of needs assessment is to build on the school's strengths and improve areas of weakness. We then used the data from the needs assessment to write a school improvement plan that has specific targets and strategies designed by the school stakeholders to improve the school and student achievement.</p> <p>Some of the findings included a need for:</p> <ol style="list-style-type: none"> <li>1. More active parental participation</li> <li>2. Increased teacher/parent communication</li> <li>3. Staff Development on Differentiated Instruction for our Special Education/LEP students</li> <li>4. Staff Development targeting At-Risk students</li> <li>5. The incorporation of technology in the classrooms</li> <li>6. Effective use of instructional time</li> <li>7. Increase school attendance</li> <li>8. Decrease disciplinary referrals</li> </ol> <p>Based on the survey results, Rafael Cantu Jr. High will address the different components and ensure that the targeted needs of the focus groups met.</p>		

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>			
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring          Parents and Community Groups were involved in the process.</b>			
<b>1</b>	Camps Leadership Team		
<b>2</b>	Site Based Shared Decision Making Committee (SBDM)		
<b>3</b>	Central Office Staff		
<b>4</b>	Region 1 ESC		
<b>5</b>	Campus Instructional Leadership Team (CILT)		
<b>6</b>	Parents/Community Representatives		
<b>7</b>	Students		
<b>8</b>	SIRC School Improvement Resource Center		
<b>9</b>	Professional staff (teachers)		
<b>10</b>			

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<b>Part 2: Project Management</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Capacity</b> -- 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>Mission CISD will designate the TTIPS grant funds to be used specifically for the intervention model activities.</p> <p>Mission CISD will demonstrate capacity by providing adequate resources and related services/support in collaboration with the campus to implement, fully and effectively, the required activities of the school intervention model.</p> <p>Mission CISD will assist the campus in their improving academic performance and in the increase use of quality data to drive instruction by providing all the necessary data as gathered through the AEIS and PEIMS systems to provide information for the purpose of reporting data and making sound data driven decisions. The Division for Information Systems will provide the campus Leadership Team enabling resources for responsible planning, organizing, implementing, and monitoring computerized processing systems to improve the management reporting and instructional operations of the program as it applies to on-going monitoring of instruction, data disaggregation, and the on-going communication in the curriculum alignment process.</p> <p>The MCISD Human Resources and Student Services Division will work with the Principal and the Leadership Team in ways to recruit, select and retain highly qualified personnel, evaluates staff duties and responsibilities, and supports professional development for staff. MCISD Human Resource Department will guide the campus in establishing a Strategic View of Recruitment - strategies for successful teacher recruitment and retention and also creating a support system for new teachers. Through PADAS the Human Resources department will provide the Principal with information to make effective decisions on job-embedded staff development such as peer mentoring, reflective practices, and action research.</p> <p>The Curriculum and Instruction Department with the use of desegregated student data will collaborate with the campus to establish flexible scheduling during the school day and for extended day activities. This department will work closely with the project manager to establish formative measures to develop instructional calendars.</p> <p>The Parental Involvement Department will engage the campus in promoting to encourage all parents to attend trainings and meetings which support student learning as well as family information on health, social and educational services. This department will emphasize the believe that parents play an integral role in assisting their child's learning, parents are encouraged to be actively involved in their child's education, parents are full partners in decision making and on advisory committees to assist on the education of their child, and that other activities are carried out that will build the capacity of all parents.</p> <p>The Technology Information Division will assist the campus to make school climate decisions by providing attendance and disciplinary reports through PEIMS. The Student Services Department works to provide a safe and secure environment for students and staff through its coordination of counseling services, conduction of discipline and referral training. These departments will be valuable resources for the campus initiatives that will focus on interventions, incentives and support programs to improve school climate</p>		



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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Partnership/Involvement of Others</b> – 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 Site Based Decision Making (SBDM) committee composed of staff members, central office staff, parents, and community leaders in conjunction with the Campus Instructional Leadership Team (CILT) committee will review the comprehensive needs assessment to target instructional intervention in areas of greatest need for special education students, LEP students, and at risk students. The SBDM committee will review the plan and schedule community communication reporting dates.</p> <p>Mission CISD Parental Involvement Program and RCJH will provide parenting skills in homework assistance at the secondary level in addition to the after school and extended week tutorials. Incentive to parents to participate in these activities will support the principles of accountability and communication. At all levels of instruction, parent literacy programs will reinforce the idea of "a learning community."</p> <p>In August parents will be advised that research finds that, "the evidence is consistent, positive, and convincing: families have a major influence on their child's achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." Studies have found that students with involved parents, no matter what their income or background, are more likely to earn high grades and test scores, and enroll in higher-level programs this results in students passing their classes, earning credits, be promoted and attend school regularly. Of great importance is also the improvement of discipline and increase self esteem.</p> <p>As Mission CISD and Rafael Cantu Jr. High plan for more active parent participation, the school and district will stress the importance that 1). parents play an integral role in assisting their child's learning; 2). that parents are encouraged to be actively involved in their child's education at school; 3) 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 their children's total education at school and at home.</p> <p>A key activity of Mission CISD and RCJH will be to develop a timeline chart to help the district and the school track their events, action and notifications related to the progress of both the program and students. The timeline chart will communicate to all stakeholders the events that of the program. The timeline chart will serve to gather information for ongoing progress monitoring and for the annual evaluation of the content and effectiveness of the parental involvement. It will also help in the identification of barriers in order to design strategies for more effective parental involvement. Strategies for improvement will be designed as needed with data gather to include but not limited to: parent attendance at scheduled information meeting, parents as teaching facilitators, and parents involved in literacy programs.</p>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Management of Grant Activities</b> – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>In order to ensure and support the various efforts of the campus plan and its needs to incorporate systems change, the district will support areas relevant to flexible scheduling , transitional Jr. High to High School programs, credit recovery programs, early warning systems for dropout prevention, extended day/year programs, parent education programs, parent advisory councils, as well as strong teacher training programs.</p> <p>All aspects of program operations listed above may require and will be supported relevant to current practices/policies which will be adjusted to ensure the highest quality of program effectiveness and program support for students as well as parents and teachers.</p> <p>The review and need to incorporate an incentive program for teachers will require board approval, a plan of action, and a set of standards not necessarily incorporated in current policy.</p> <p>Further adjustments to the existing system will support the need to conduct period reviews of curriculum fidelity, ensure that all students are embraced and supported with system for student review of needs such as response to intervention RTI models.</p> <p>Expansion of curriculum and programs which support students with opportunities to enroll in advanced course work (e.g. advanced placement, engineering, mathematics and science courses ) will also be an integral component of policy and practices which will become the norm rather than the exception.</p> <p>Teacher needs will also be addressed through this system change by which stronger emphasis in teacher training will be a major focus. Teachers will have the opportunity to access training off campus as well as on campus. Clinical training for teachers will allow for them to stay on campus and observe consultants deliver lessons and then reflect the strengths and weaknesses of the lesson as well as observing student interaction and interests during the lesson. A new system of measuring changes in instructional practices resulting from professional development will also be considered in this new approach of enhancement and accountability.</p> <p>Support and refinement of instructional leadership skills will also be a main component of policy/practice change within the campus. Focus for administrative training may be more specialized when reviewing the needs of the campus and its diverse student population. The embracing of students groups, such as English language learners (ELLs) and special education students with learning disabilities will be and should be a primary focus of professional development efforts which are tied to campus and district needs.</p> <p>It is the intent of the campus to truly review all assessment information as collected through comprehensive needs assessment process (CNA) and to ensure that it prioritize its needs, assign resources, create manageable timelines in order to ensure a highly successful and effective campus system of support for its students.</p>		

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<b>Resource Management</b> – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.											
<p>Mission CISD and RCJH will align available resources to target the needs of the school improvement intervention plan. All existing resources will target the identified needs in the district and specifically the campus action plan. The Texas Title I Priority Schools Grant will supplement and target needs to provide staff development to improve teacher effectiveness and quality, leadership skills, data disaggregation training, incentive program, increase parental involvement opportunities for input, communication and literacy enhancement and the use of technology in instruction and the data gathering process.</p> <p>The alignment of resources will include a combinations of funds like in those activities described below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;">Activity and Possible Funding Sources:</th> </tr> </thead> <tbody> <tr> <td>1. Improve Academic Performance: • TTIPS Grant, Local, Title I Parts A &amp; C, Title II Part A TPTR, Title II Part D TECH, SCE, Title IV, Bilingual, Special Education, Community/Civic Resources</td> </tr> <tr> <td>2. Increase Teacher Quality: • TTIPS Grant, Local, Title I Parts A &amp; C, Title II Part A TPTR, SCE, Title IV, Bilingual, Special Education,</td> </tr> <tr> <td>3. Improve School Climate: • TTIPS Grant, Local, Title I Parts A &amp; C, SCE, Title IV, Community/Civic Resources</td> </tr> <tr> <td>4. Increase Leadership Effectiveness: • TTIPS Grant, Local, Title I Parts A &amp; C, Title II Part A TPTR, Title IV, Bilingual, Special Education, Community/Civic Resources</td> </tr> <tr> <td>5. Increase the Use of Quality Data to Drive Instruction: • TTIPS Grant, Local, Title I Parts A &amp; C, Title II Part D TECH, SCE, Bilingual, Special Education</td> </tr> <tr> <td>6. Increase Parent/Community Involvement: • TTIPS Grant, Local, Title I Parts A &amp; C, SCE, Title IV, Bilingual, Special Education, Community/Civic Resources, Others</td> </tr> <tr> <td>7. Increase Learning Time: • TTIPS Grant, Local, Title I Parts A &amp; C, Title II Part D TECH, SCE, Bilingual, Special Education,</td> </tr> <tr> <td>8. Technology: • TTIPS Grant, Local, Title I Parts A &amp; C, Title II Part D TECH, SCE, Bilingual, Special Education, Community/Civic Resources, Others</td> </tr> </tbody> </table>			Activity and Possible Funding Sources:	1. Improve Academic Performance: • TTIPS Grant, Local, Title I Parts A & C, Title II Part A TPTR, Title II Part D TECH, SCE, Title IV, Bilingual, Special Education, Community/Civic Resources	2. Increase Teacher Quality: • TTIPS Grant, Local, Title I Parts A & C, Title II Part A TPTR, SCE, Title IV, Bilingual, Special Education,	3. Improve School Climate: • TTIPS Grant, Local, Title I Parts A & C, SCE, Title IV, Community/Civic Resources	4. Increase Leadership Effectiveness: • TTIPS Grant, Local, Title I Parts A & C, Title II Part A TPTR, Title IV, Bilingual, Special Education, Community/Civic Resources	5. Increase the Use of Quality Data to Drive Instruction: • TTIPS Grant, Local, Title I Parts A & C, Title II Part D TECH, SCE, Bilingual, Special Education	6. Increase Parent/Community Involvement: • TTIPS Grant, Local, Title I Parts A & C, SCE, Title IV, Bilingual, Special Education, Community/Civic Resources, Others	7. Increase Learning Time: • TTIPS Grant, Local, Title I Parts A & C, Title II Part D TECH, SCE, Bilingual, Special Education,	8. Technology: • TTIPS Grant, Local, Title I Parts A & C, Title II Part D TECH, SCE, Bilingual, Special Education, Community/Civic Resources, Others
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<p>RCJH will use the abovementioned resources as guides to target the needs of the students and to implement a school improvement intervention plan.</p>											

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<b>Grant Project Manager Qualifications</b> - Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The importance and the significance the grant project manager plays in the improvement and enhancement of school operations, instructional focus, as well as coordination of district resources will require an individual who is well informed, well credentialed, and well experienced.</p> <p>In order to assist the school administration in the overall operation and monitoring of the instructional programs at the campus level, give guidance and direction relative to student services, ensure high quality teaching in the classroom, promote a positive working relationship among and between staff, as well as establishing a climate conducive to open communication and productive work will require credentials and experience which will embrace a Master Degree or Higher, a valid Texas Mid-Management, Principal or Assistant Principal Certificate, and a valid Texas teaching certificate.</p> <p>Special Knowledge and skills will include strong communication, public relation, and interpersonal skills, ability to evaluate instructional programs and teaching effectiveness, as well as strong collaborative and team building skills.</p> <p>Experience for this individual will be a minimum of three years of successful teaching experience and a minimum of two years experience in elementary or secondary school administration.</p> <p>Major responsibilities and duties shall include but not limited to (1) Coordinating and supervising assignments of instructional personnel and improvements of the campus instructional program (2) Assist teachers and central office staff in the development and delivery of curriculum, which addresses instructional performance goals established by the campus/grant (3) Lead in the development, coordination and delivery of campus in service activities and coordinate campus participation (4) organize, coordinate and supervise state, district, and campus testing/benchmark efforts as well as reviewing results (5) work cooperatively with the principal, school staff and the student body to promote positive staff and community relations, (6) analyze student data, meeting with staff to develop plans of action, (7) ensure that the TIPPS Grant incentive awards are well developed, defined, and implemented as per campus/teacher understanding, (8) assist with flexible scheduling and developing of tutorial schedules, (9) manage all aspects of the TIPPS grant (10) coordinate the preparation, evaluation and revision of the annual campus improvement plan, (12) ensure all support systems are in place for students as per campus plan and TIGG grant needs assessment.</p> <p>This project grant manager will report directly to the campus principal and with interface with the district grant manager as well as with the Executive Directors/Assistant Superintendents at the elementary and secondary level.</p>		

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<b>LEA Support</b> – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The district manager or an individual /office will assist and support the various campuses' school improvement efforts.</p> <p>Qualifications for this position will be similar to the campus grant project manager. However, there are some unique differences in the skills and experience this individual will be required to possess relative to grant review and operations.</p> <p>Once again, experience for this individual will be a minimum of three years of successful teaching experience and a minimum of two years experience in elementary and/or secondary administration. This individual will be required to hold a Master Degree or Higher, a valid Texas Mid-Management, Principal or Assistant Principal Certificate, and a valid Texas teaching certificate.</p> <p>Special knowledge and skills will include strong communication, public relation, interpersonal skills, and ability to evaluate instructional programs and teaching effectiveness, collaborative and team building skills. Unique skills to this position from the central office operations will require for this individual to be well informed and skilled in the process of budgeting, writing of evaluations as they relate to the grant requirements, responding to grant negotiations, submitting amendments to the Texas Education Agency, ensuring all aspects of the grant are being met, accounting for grant expenditures as well as stipends, creating an incentive design as per the modified transformational model, and finally ensuring that staff at the campus level are supporting with their tasks and training.</p> <p>The importance and the significance the district grant project manager plays in the improvement and enhancement of school operations, instructional focus, as well as coordination of district resources will require an individual who is well informed, administratively experienced, knowledge of budgeting, etc...</p> <p>Major responsibilities and duties shall include but not limited to (1) Coordinating and supervising assignments of instructional personnel and improvements of the campus instructional program (2) Assist teachers and central office staff in the development and delivery of curriculum, which addresses instructional performance goals established by the campus/grant (3) Lead in the development, coordination and delivery of campus in service activities and coordinate campus participation (4) organize, coordinate and supervise state, district, and campus testing/benchmark efforts as well as reviewing results (5) work cooperatively with the principal, school staff and the student body to promote positive staff and community relations, (6) analyze student data, meeting with staff to develop plans of action, (7) ensure that the TIPPS Grant incentive awards are well developed, defined, and implemented as per campus/teacher understanding, (8) assist with flexible scheduling and developing of tutorial schedules, (9) manage all aspects of the TIPPS grant (10) coordinate the preparation, evaluation and revision of the annual campus improvement plan, (12) ensure all support systems are in place for students as per campus plan and TIGG grant needs assessment.</p> <p>This district grant manager will report directly to the Executive Director of State and Federal Programs and will interface with the Executive Director/Assistant Superintendents at the elementary and secondary level.</p>		

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<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Mission CISD and RCJH budgets will provide continued funding and support to sustain the interventions that resulted from the implementation of the TTIPS grant. With the funding that the TTIPS provided, the campus' reforms in place, Mission CISD and the RCJH will redirect local, state, and federal dollars to continue addressing the critical factors of effective instruction. Central Office will address campus staff development needs and provide trainer of trainer's sessions. Title I Parts A and C, Title II Part A, SCE, Bilingual and Special Educations funds will address ELL, and special education needs. The data driven disaggregation knowledge acquired during the life of the TTIPS grant will be supported by Mission CISD as it examines its annual school wide needs. The systemic data driven process established during years 1, 2, and 3 will continue to be a framework for ongoing formative evaluation. Parental Involvement will have the continued supported of Title I Parts A &amp; C. Mission CISD and RCJH will continue their partnership with support agencies like Region One, Dana Center and IDRA to assist in all critical skills needs.</p> <p>Local and allowable attendance to conferences that focus on administrative and instructional team's skill will be an integral part of ongoing staff development needs of principals. Also, local and allowable fund to attend Bilingual, Curriculum and Instruction, Special Education, and at risk conferences will also serve to continue the update of best practice skills for teachers, principal, parents, and all other stakeholders. Book study groups that stress the principles good teaching will be in place and will be sustained by redirecting funds and by using available grants and community resources.</p> <p>In general Mission CISD and the Rafael Cantu Jr. High will continue its ongoing process of identifying and targeting instructional needs and the monitoring of effective practices. The monitoring will include the review of student outcomes and teacher effectiveness. Changes in instructional strategies and personnel will be made to focus on positive growth and development. The increase in learning time support will be funded by summer school funds such as SCE, bilingual, special education and available Title I Parts A &amp; C. The school climate component will use Title IV Part A SDFSC, SCE, Title V Part A Innovative and local funds to address guidance and counseling, attendance, discipline and students incentive. Title II Part D Technology, local, Title I Part A &amp; C and available grants will continue to fund and upgrade the technology need for direct instruction, data disaggregation and staff development.</p>		

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<b>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Mission CISD will recruit, screen, and select external providers to ensure their quality by aligning their area of expertise with the identified needs of the campus, by investigating their record as external providers as listed by TEA, and by selecting providers that have made a quantitative impact for the campuses they have served. Selecting local providers that include the Educational Service Center Region I, the University of Texas Pan American, the University of Texas Brownsville, Texas State Technical College, and South Texas Community College will sustain a lasting partnership that will foster continued constructive collaboration after the end of the grant.</p> <p>Selecting reputable state and independent agencies such as the Educational Service Centers, the School Improvement Resource Center, the Center for Comprehensive School Reform, the DANA Center, the Inter-cultural Development Research Association, and the Texas Center for District and School Support will provide expertise in instruction and staff development as required in the transformation model.</p> <p>The primary goal in selecting the external providers is to improve the quality of the campus in the areas of; Improve Academic Performance, including (but not limited to) Reading/ELA, Math, and Science, Increase the Use of Quality Data to Drive Instruction, Increase Leadership Effectiveness, Increase Learning Time, Increase Parent/Community Involvement, Improve School Climate, and Increase Teacher Quality.</p>		

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<b>Site Visits</b> – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>Our campus will solicit the assistance of SIRC and Region One Service Center to search and recommend campuses whose intervention model supports the program goals and objectives of our program. Visits to campuses by a cadre of teachers, parents, school and district administrators and community leaders that are experiencing success with programs we have implemented in our transformational plan will allow us to validate what we are doing or will provide redirection as needed. The selection of sites to be visited will focus on schools whose size and demographics are representative of our school. Priority of sites to be visited will include schools that model best practice models, are exemplary, and have incentive programs in place.</p> <p>The expected outcomes of our visits will gather data for targeting effective school practices in the critical skills factors of academic improvement, parental and community involvement, data interpretation, staff development for improving the leadership quality and well as improving the effectiveness of the teachers' direct instructional practices.</p> <p>A timeline of visitation activities will be set up to visit the schools as well as to attend conferences that target effective school practices and/or emphasize content area best practice strategies. These activities will begin in the summer of 2010 and continued as scheduled by Mission CISD, RCJH, SIRC or Region One. The school administrator will begin this search as early as June at the annual principals' conference in June.</p>		



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<b>Lack of Capacity --</b> 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>N/A: There are no Tier I or Tier II schools in the district.</p>		

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<b>Part 3: Intervention Model</b>		
<b>Section A: Intervention Model Selection Process</b>		
<b>Intervention Model to be Implemented</b> – 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.		
Turnaround   Closure   Restart   Transformation   Tier III Modified Transformation <input checked="" type="checkbox"/>		
TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center 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> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
<p style="text-align: center;"><b>Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</b></p>		

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<b>Part 3: Intervention Model</b>		
<b>Section B: Model Selection Process</b> –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 <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Who are we?</b>  Rafael Cantu Jr. High School (RCJH) is located in Mission, Texas located approximately 10 miles from the Mexican border. The demographics of our school consist of a student population that is 99% Hispanic and 1% White. Our special population groups consist of Special Education students (13%), Limited English Proficiency (23%) and At-Risk (49%). Our Special Ed., LEP, and At-Risk students are in need of effective teaching and learning strategies and strong interventions. At RCJH we provide the opportunity for each student to learn and achieve his/her highest potential, to develop respect for self and others and to become a productive citizen. Our positive school environment promotes social, emotional, physical, and intellectual growth to accomplish present and future goals. Indicators such as student learning, high achievement, emotional, physical, and intellectual growth drive our learning process at RCJH. These same indicators are reflected in our Campus Improvement Plan. Currently, our school is identified as an eligible Tier III campus. With this in mind, there is a need to develop and implement a plan that will improve the academic performance of our students. Part of this plan includes a need to increase teacher effectiveness, and increase the support and involvement of our parents and community. A major goal will be to develop a systemic data gathering model for the improvement of instruction in the areas of Reading/E.L.A., Math and Science specifically targeting student achievement in our Special Population Groups.		
<b>Prospectus: Identification and Initial Planning</b>  RCJH will form a nucleus of teachers, administrators and support staff to review the current Campus Action Plan and identify current needs, strategies and activities to improve instruction and student success. The analysis of data will allow us to create a plan of action in meeting the following goals: <ul style="list-style-type: none"> <li>To meet or exceed Adequate Yearly Progress (AYP) and State Accountability Standards.</li> <li>To close the existing gaps between written curriculum and direct instruction for the improvement of student success.</li> <li>To increase effective teaching methods in order to achieve higher student success.</li> <li>To increase performance and productivity through enhanced technology.</li> </ul> The model will focus on five major components: <ul style="list-style-type: none"> <li>Data Collection and Interpretation</li> <li>Enhance teacher effectiveness</li> <li>Parent and Community Involvement</li> <li>Develop an instructional design to monitor program activities</li> <li>Increase Technology</li> </ul> With these components the model will target the improvement of curriculum alignment, the enhanced use of technology to graph data for analysis, and the use of professional staff development to target effective teacher practices.		
<b>Planning Process:</b> RCJH will begin the planning by disaggregating the data on the AYP rating, State Mandated Tests (TAKS and TELPAS) and District Benchmarks. Our emphasis will be on our Special Population Groups with those being Special Education, Limited English Proficient and At-Risk. The Instructional Leader (Principal) will coordinate with and group the assignments of teachers by reviewing some key results of data and based on that data, the teachers will focus on the strengths and perceived needs of the students in the areas of Reading/E.L.A., Math and Science. A Data Analysis worksheet will be provided to teachers based on their assigned subgroup (to indicate their findings). After analyzing and disaggregating the data, the teachers will present their findings and provide the teachers and staff of Rafael Cantu Jr. High with a clear picture on student performance.		

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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).

Once the data has been studied and strengths and weaknesses are identified, the Site Based Shared Decision Making (SBDM) and Campus Instructional Leadership Team (CILT) committee will prioritize the needs as indicated by the data. At the completion and identification of the data analysis an instructional program will address all of the appropriate content standards and develop a school improvement plan. This plan will focus on a school-wide effort on the prioritized instructional needs in Reading/E.L.A., Mathematics and Science for all targeted subgroups. In order to address the needs of the program a timeline for the development, implementation and program monitoring will be designed. The following issues will be addressed during the staff development process, they will include (but will not be limited to): 1. The use of data; 2. Effective teaching methods; 3. Parental and community engagement in the planning of the program; 4. Curriculum alignment (horizontal and vertical) with state, district, and federal standards embedded in the design; 5. Evaluation processes (formative and summative); 6. Identifying program goals: both measureable objectives in direct instruction and curriculum design. Teachers will be required to teach, monitor progress, and teach (C-Scope) district curriculum that has been aligned with the state content standards. In addition to the curriculum, teachers will be expected to support and accommodate the school-wide objectives in their classrooms. It will be understood that a significant amount of commitment will be required in the monitoring of the school improvement plan. Through staff development teachers will be ready and prepared to implement school improvement strategies. The first step of the program will be to designate a Project Manager position to monitor the program. The position will be at the campus level. The position will require a job description to address the qualifications, duties, and experience of the Project manager. Once the position is approved, the SBDM and CILT will assist in making the recommendation for hiring the Project Manager. The Project Manager's background requires credentials and experience which will embrace a Master Degree or Higher, a valid Texas Mid-Management, Principal or Assistant Principal Certificate, and a valid Texas teaching certificate. Experience for this individual will be a minimum of three years of successful teaching experience and a minimum of two years experience in elementary or secondary school administration. Once the Project Manager has been hired, the project will cater to: The developmental processes of increasing teacher and school leader effectiveness, the implementation of comprehensive instructional reform strategies, the use of instructional time to increase learning time and the development of a community-oriented culture.

**Increase Teacher Effectiveness:**

Improving student achievement requires educators to make informed programmatic and instructional decisions based on the ongoing collection, analysis, and use of data. Teachers, campus administrators and district coordinators will work together to use instructional data to target instructional needs and to make decisions for program implementations. Currently the campus administration, testing strategist, C.I.L.T. members and teachers review and analyze student data. To increase teacher effectiveness, teachers will undergo rigorous training thru effective, scientifically proven, staff development to implement strategies for the improvement of instruction. The Principal, Region One Service Center personnel, central office instructional staff and on-line training and/research will ensure that staff development in the three concepts (1. meaningful teamwork; 2. clear, measurable goals; 3. and the regular collection and analysis of performance data) is completed in a timely manner.

Research consistently shows that teachers have the greatest potential to influence children's education. "The major research finding is that student achievement is related to teacher competence in teaching," noted Kemp and Hall (1992, p. 4). Evidence from teacher-effectiveness studies indicates that student engagement in learning is to be valued above curriculum plans and materials. Research on teacher effectiveness has yielded a wealth of understanding about the impact that teacher ability has on student growth.

Highlights of findings from some of this research are as follows:

- Students achieve more when teachers employ systematic teaching procedures and feedback. (Kemp & Hall, 1992).
- Teachers who have higher rates of communication with parents are viewed as more effective (Taylor, Pearson, & Walpole, 1999).
- Achievement has been higher in classrooms where the climate is neither harsh nor overly lavish with praise (Kemp & Hall, 1992).
- Effective teachers have more students in their classes on task and engaged in learning throughout the day (Taylor, Pearson, & Walpole, 1999).
- Classrooms in which engaged learning occurs have higher levels of student cooperation, student success, and task involvement (Kemp & Hall, 1992).
- Effective teachers provide a variety of opportunities for students to apply and use knowledge and skills in different learning situations (Kemp & Hall, 1992).

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<b>Data Driven Instruction</b> <p>Collecting, analyzing and using data to identify school needs will give staff an understanding of how our school is performing relative to other schools and district goals. The data driven process will define two major goals; 1.) Effectively recognize and use data analysis; 2.) Understand the data and its application to instruction. The staff will be trained to regularly collect, analyze and use data to drive instruction. The administrative, SBDM and CILT team will solicit the input of the major constituents (students, teachers and parents to ensure that all perceptions and attitudes are represented in this process. The purpose of this process is to disaggregate, interpret, and effectively use data for instruction by reviewing multiple sources of data such as TAKS, TELPAS, LAS Links, ARD's and LPAC reviews. District benchmarks and grades will also be used to identify student performance needs. The entire staff will analyze the data to identify discrepancies between current and desired outcomes. The collection and analysis of data will be used in the identification of priority needs and will facilitate our guide school-wide efforts. Data driven instruction will be used for formative, interim and summative assessments. Curriculum mapping will be an end result to assist in developing a timeline. The use of CSCOPE curriculum will define vertical and horizontal characteristics of the data driven process. English Language Learners (ELL's) academic needs will be analyzed with the TELPAS State Test, Language Proficiency Assessment Committee (LPAC) reviews as well as teacher observation. A graph to analyze teacher observation will be developed and used to monitor level of performance in speaking, reading, listening and writing skills of ELL's.</p>		
<b>Continuous Monitoring and Communication:</b> <p>The use of data driven instruction will require commitment and an on-going communication process. This process will be useful in sharing:</p> <ul style="list-style-type: none"> <li>• data results to teacher at scheduled time</li> <li>• data results to all stakeholders</li> <li>• information to increase collaboration between teachers and the leadership team to support on-going monitoring and student instructional needs</li> <li>• all necessary information to non-English speakers with adequate translation and interpretation.</li> </ul> <p>The Administrative team, SBDM and C.I.L.T. will effectively communicate data results with all stakeholders via reports, charts, graphs, individual student profiles, face to face meetings with parents and via written communication.</p>		

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<u><b>Increase Parent/Community Involvement</b></u>		
<p>Research shows that when parents are involved in their children's education, student achievement improves. According to William H. Jaynes, student achievement scores of children with highly involved parents were higher than children with less involved parents. Jaynes found that two patterns of parental involvement emerged from his findings. The patterns were that the facets of parental involvement that required a large investment of time, such as reading and communicating with one's child, and the more subtle aspects of parental involvement, such as parental style and expectations, had a greater impact on student educational outcomes than some of the more demonstrative aspects of parental involvement, such as having household rules, and parental attendance and participation at school functions.</p> <p>With this in mind, Rafael Cantu Jr. High will adopt strategies to enhance parental engagement in their children's schooling. Also, all stakeholders (teachers, principals, school counselors and community members) should familiarize themselves with the aspects of parental involvement that can help the most, so that they can guide parents on what steps they can take to become more involved. These include time-intensive parental involvement activities such as reading to one's children and communicating with them, and subtle involvement activities like parental style and expectations. Given the substantial influence of parental involvement, educators should consistently encourage parents to become more involved in their children's schooling. Currently RCJH has a parental involvement program that brings parents volunteers to assist with school activities. However, the need to develop a program that extends the quality of parental involvement in the school is one of the goals of our school. To this effort, RCJH has surveyed parents to identify how well the school has provided services to the students. Another type of survey that will be conducted is to identify the different type of home activities parents are engaging with their children. RCJH will gather the data and establish clear goals for involving parents in a parenting skills program. The goals for involving parents will include ,but will not be, limited to:</p> <ul style="list-style-type: none"> <li>• developing parenting skills/resources for working in content areas at home</li> <li>• establishing effective communication</li> <li>• actively involving parents in instructional decision making and</li> <li>• partnering school and parents with local agencies for developing healthy living and life styles.</li> </ul> <p>The following activities will enhance parental involvement:</p> <ul style="list-style-type: none"> <li>• explaining school programs and needs to the community</li> <li>• assisting with extracurricular activities</li> <li>• helping with field trips</li> <li>• raising money for school projects</li> <li>• helping arrange open house activities and meetings will become a part of the parental involvement program</li> </ul> <p>The key factors for the success of this program will be communicating clear objectives, defining activities, defining responsibilities and the establishment of a timeline. It is the belief of RCJH that by actively engaging parents in these activities, we will increase the chances of successful program implementation.</p>		

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<p><b>Improved School Climate:</b></p> <p><b>I. <u>Attendance</u></b></p> <p>At the present time Rafael Cantu Jr. High School has an Average Daily Attendance (ADA) rate of 96%. The school will research absentee patterns to identify intervention goals and objectives. The most important principle for student attendance is that good attendance benefits a child's education. Students who miss a day of school not only miss instruction, but must also make up work in order to catch up with the new material. This must be done without the direct instruction students receive in class when the content was explained.</p> <p>The school will analyze the following data:</p> <ul style="list-style-type: none"> <li>• review student folders for absentee patterns</li> <li>• review available medical history</li> <li>• communicate with medical and dental providers in an effort to encourage after school appointments for non-emergency treatment.</li> <li>• develop a campus communication process to advise parents of attendance expectation (teacher, school, district)</li> <li>• explain consequences for excessive absences.</li> </ul> <p>Parents, teacher and students will be informed that excessive absences are problematic in the sense that poor attendance often impacts the performance data for schools. Stakeholders must know that in an era of increasing accountability, excessive absenteeism hurts not only the school but, more importantly, the student.</p> <p><b>II. <u>Discipline</u></b></p> <p>The responsibility of disciplining our students has been delegated to the district by both the state and federal government but more importantly, parents have the continuing responsibility of ensuring good student behavior at school. To improve discipline at Rafael Cantu Jr. High School, administration, teachers and staff will, as previously done, define behavior expectations and consequences. Issues like dress codes, behavior, character and value expectations, will be promoted through the implementation of two models, a positive behavior model and a model that emphasizes consequences for improper behavior. The positive behavior model will emphasize positive rewards for following the student code of conduct. Examples include, but are not limited to: (1.) Increased computer time. (2.) Increase library time, and (3.) tri-weekly awards. The secondary model emphasizes the expectations of Rafael Cantu Jr. High School, where our motto is "Charging Towards Exemplary." This motto applies to all aspect of student involvement including academics, attendance, behavior and especially discipline. Expectations will be shared with parents so that they may work with their child at home and ensure that they emphasize the expected behavior. A student that fails to follow these expectations will be disciplined in a manner that adheres to the student code of conduct that was established by the district. All stake holders involved in the lives of our students should expect student to behave in a manner that promotes a safe learning environment. Appropriate behavior expectations at school will be of paramount importance. A collaborative and coordinated effort with community agencies such as, law enforcement, South Texas College (STC), University of Texas Edinburg (UTPA), Local Boys and Girls Clubs, and other related programs, will play a big role on the improvement of student behavior and discipline as students get involved. Other district funded programs such as mentorship, GREAT, Safe and Drug Free related programs, Guidance and Counseling sessions/activities, mentoring programs like communities in schools, libraries, and neighborhood churches will also be involved and play a major role in promoting good behavior.</p> <p><b>III. <u>Increased Involvement in Extra/Co-Curricular Activities:</u></b></p> <p>Research finds that students who are engaged and connected to their schools do better academically (Johnson, Crosnoe, Elder, Jr, 2001). At Rafael Cantu Jr. High School, we believe in the "Get Involved" philosophy. As part of this philosophy, we expect our students to get involved in extra-curricular activities such as Band, Choir, Athletics, UIL, One-Act Play, and in organizations such as Student Council and National Jr. Honor Society. Becoming involved in these programs or clubs, gives them a huge sense of engagement, responsibility, and school pride. Rafael Cantu Jr. High School will conduct a survey of the school staff to find the types of skills teachers can offer to implement programs. The school will be looking specifically for skills such as music, art, cooking, chess and sports. There is no doubt that academics are the priority in a student's life but their involvement in co-curricular activities has an impact on the students discipline and behavior thus creating academic excellence. Students don't go to school only to study, they also go to show their potentiality in other fields like sports, dance and music. Co-curricular activities will also develop appropriate leadership skills and social interaction.</p>		

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<b>Section C: Groups of Participants</b> – 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.			
<b>1</b>	Administrative Leadership Team		
<b>2</b>	Site Based Shared Decision Making (SBDM) Committee		
<b>3</b>	Campus Instructional Leadership Team (CILT)		
<b>4</b>	District Educational Improvement Council (DEIC)		
<b>5</b>	Parent Advisory Committee		
<b>6</b>	Language Proficiency Assessment Committee (LPAC)		
<b>7</b>	Special Education Personnel		
<b>8</b>	Parent and Teacher Organization (PTO)		
<b>9</b>	District Advisory Committee (DAC)		
<b>10</b>			



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<p><b>Section D: Improvement Activities and Timeline</b></p>		
<p>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>		
<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>		
<p>1 – Improve Academic Performance, including (but not limited to) Reading/ELA, Math and Science</p> <ul style="list-style-type: none"> <li>A. Data-driven Instruction</li> <li>B. Curriculum Alignment (horizontal and vertical)</li> <li>C. On-going Monitoring of Instruction</li> </ul>		
<p>2 – Increase the Use of Quality Data to Drive Instruction</p> <ul style="list-style-type: none"> <li>A. Data Disaggregation/Training(s)</li> <li>B. Data-driven Decisions</li> <li>C. On-going Communication</li> </ul>		
<p>3 – Increase Leadership Effectiveness</p> <ul style="list-style-type: none"> <li>A. On-going Job Embedded Professional Development</li> <li>B. Operational Flexibility</li> <li>C. Resource/Data Utilization</li> </ul>		
<p>4 – Maximize Instructional Time</p> <ul style="list-style-type: none"> <li>A. Flexible Scheduling</li> <li>B. Instructionally-focused Calendar</li> <li>C. Staff Collaborative Planning</li> </ul>		
<p>5 – Increase Parent/Community Involvement</p> <ul style="list-style-type: none"> <li>A. Increase Opportunities for Input</li> <li>B. Effective Communication</li> <li>C. Accessible Community Services</li> </ul>		
<p>6 – Improve School Climate</p> <ul style="list-style-type: none"> <li>A. Increase Attendance</li> <li>B. Decrease Discipline Referrals</li> <li>C. Increase Involvement in Extra/Co-Curricular Activities</li> </ul>		
<p>7 – Increase Teacher Quality</p> <ul style="list-style-type: none"> <li>A. Eduphoria Classroom Walkthroughs</li> <li>B. On-going Job Embedded Professional Development</li> <li>C. Recruitment/Retention Strategies</li> </ul>		

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA, Math and Science.</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Driven Instruction (DDI) in the areas of Reading, Math and Science.	Develop a strategic DDI system for teaching and organizational practices to increase student achievement.	To meet or exceed AYP and State Accountability Standards by increasing teacher subject matter knowledge and skills as related to teacher effectiveness to meet the needs of our targeted subgroups.	<u>Identifying the Factors, Conditions and Policies that Support Schools' Use of Data for Decision Making and School Improvement: Summary of Findings (From Education Commission of the States. 2001.)</u>	August 2010	May 2013
Curriculum Alignment (horizontal and vertical)	Improve Student Achievement in Reading/ELA	To eliminate gaps between written curriculum and the delivery of instruction to improve student achievement.	Curriculum Alignment: Research-Based Strategies For Increasing Student Achievement Book: Curriculum Alignment: Research-Based Strategies For Increasing Student Achievement Author: David A. Squires Publishing Date: Aug 2008 Publisher: Corwin Press	After event campus benchmark	May 2013
Curriculum Alignment (horizontal and vertical)	Improve Student Achievement in Mathematics	To eliminate gaps between written curriculum and the delivery of instruction to improve student achievement.	Mathematics Curriculum: A Vehicle for School Improvement Journal ZDM, Publisher Springer Berlin/Heidelberg, Issue Volume 41, Number 6/November 2009	After event campus benchmark	May 2013
Curriculum Alignment (horizontal and vertical)	Improve student achievement in Science	To eliminate gaps between written curriculum and the delivery of instruction to improve student achievement.	Curriculum Alignment: Research-Based Strategies for Increasing Student Achievement by David A. Squires	After event campus benchmark	May 2013
On-going monitoring of instruction	Improve Student Achievement in Reading/ELA	Continuous monitoring increases the effectiveness of targeted instructional practices and increases student success.	Use of Ongoing Progress Monitoring to Improve Reading Instruction Prepared by the Florida Center for Reading Research (FCRR) Reference: Jenkins, J. R., Graff, J. J., & Miglioretti, D. L. (2009). Estimating reading growth using intermittent CBM progress monitoring. <i>Exceptional Children</i> , 75, 151-163.	After event campus benchmark	May 2013
On-going monitoring of instruction	Improve Student Achievement in Mathematics	Continuous monitoring increases the effectiveness of targeted instructional practices and increases student success.	National Center on Student Progress Monitoring	After event campus benchmark	May 2013
On-going monitoring of instruction	Improve student achievement in Science	Continuous monitoring increases the effectiveness of targeted instructional practices and increases studentsuccess.	National Center on Student Progress Monitoring	After event campus benchmark	May 2013

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<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Disaggregation-Staff Development	Enhance Teachers Leadership Ability to Disaggregate and Interpret Achievement Data in Reading/E.L.A.	Provide Staff Development to use effective data disaggregation in implementing a system to develop a focus and purpose for improving instructional goals.	National Staff Development Council	August 2010	Summer 2013
Data Disaggregation-Staff Development	Enhance Teachers Leadership Ability to Disaggregate and Interpret Achievement Data in Math.	Provide Staff Development to use effective data disaggregation in implementing a system to develop a focus and purpose for improving instructional goals.	National Staff Development Council	August 2010	Summer 2013
Data Disaggregation-Staff Development	Enhance Teachers Leadership Ability to Disaggregate and Interpret Achievement Data in Science.	Provide Staff Development to use effective data disaggregation in implementing a system to develop a focus and purpose for improving instructional goals.	National Staff Development Council	August 2010	Summer 2013
Data Driven Decisions (DDD) Lead Team (Administrators, Counselors, Testing Strategist)	Provide training for the Campus Instructional Leadership team to develop a system for collecting and analyzing data to guide decisions for the improvement of students and school success in Reading/E.L.A., Math and Science.	A standard-based accountability system improves targeted instructional practices for the increasing student success rate and delivery of instruction.	E-Lead/Leadership for Student Success	Yearly	Summer 2013
Data Driven Decisions (DDD) Campus Instructional Leadership Team (CILT) and Site based shared decision making team (SBDM)	Provide training for the Campus Instructional Leadership team - C.I.L.T. Department Heads and Site Based Shared Decision Making Team (SBDM) to develop a system for collecting and analyzing data to guide decisions for the improvement of students and school success in Reading/E.L.A., Math and Science	A standard-based accountability system improves targeted instructional practices for the increasing student success rate and delivery of instruction.	Making Sense of Data-Driven Decision Making in Education, Evidence from Recent RAND Research <i>Julie A. Marsh, John F. Pane, and Laura S. Hamilton</i>	Yearly	Summer 2013
Data Driven Decisions (DDD) Teachers and all other	Provide training for the teachers and all other stakeholders to develop a system for collecting and	A standard-based accountability system improves targeted instructional practices for	Making Sense of Data-Driven Decision Making in Education, Evidence from Recent RAND	Yearly	Summer 2013

stakeholders.	analyzing data to guide decisions for the improvement of students and school success in Reading/E.L.A., Math and Science.	the increasing student success rate and delivery of instruction.	Research <i>Julie A. Marsh</i> , John F. Pane, and Laura S. Hamilton		
On-going Communication	Develop a consistent systemic and reliable process for communicating and coordinating data information between campus staff, central office, parents and the community in Reading/E.L.A.	Implement a process to disseminate information to all stakeholders.	The School and Community Relations Eighth Edition pages 1-2 Donald Gallagher, Don Bagin and Edward Moore	After event campus benchmark	Summer 2013
On-going Communication	Develop a consistent systemic and reliable process for communicating and coordinating data information between campus staff, central office, parents and the community in Math.	Implement a process to disseminate information to all stakeholders.	The School and Community Relations Eighth Edition pages 1-2 Donald Gallagher, Don Bagin and Edward Moore	After event campus benchmark	Summer 2013
On-going Communication	Develop a consistent systemic and reliable process for communicating and coordinating data information between campus staff, central office, parents and the community in Science.	Implement a process to disseminate information to all stakeholders.	The School and Community Relations Eighth Edition pages 1-2 Donald Gallagher, Don Bagin and Edward Moore	After event campus benchmark	Summer 2013
Add additional pages as needed.					

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
On-going Job Embedded Professional Development	The Administrative Team will implement a communication process (internally and externally) to effectively communicate with all stakeholders in Reading/E.L.A.	To improve school communication with new method that will shift the paradigm thinking of teachers and administrators with new strategies and ways of teaching.	Professional Development: Teachers Engaged in Professional Learning Communities	August 2010	On going beyond the end of the project
On-going Job Embedded Professional Development	The Administrative Team will implement a communication process (internally and externally) to effectively communicate with all stakeholders in Mathematics.	To improve school communication with new method that will shift the paradigm thinking of teachers and administrators with new strategies and ways of teaching	Professional Development: Teachers Engaged in Professional Learning Communities	August 2010	On going beyond the end of the project
On-going Job Embedded Professional Development	The Administrative Team will implement a communication process (internally and externally) to effectively communicate with all stakeholders in Science.	To improve school communication with new method that will shift the paradigm thinking of teachers and administrators with new strategies and ways of teaching	Research-Based Professional Development: Teachers Engaged in Professional Learning Communities <u>Journal of Science Teacher Education</u>	August 2010	On going beyond the end of the project
Operational Facility	Conduct a facility needs assessment and implement a plan to maximize the use of classrooms in the delivery of instruction in the area of Reading/E.L.A.	To maximize the effective use of the campus by extending instructional activities within and beyond the classroom.	Classroom Environment Ideas An Organizational Checklist for Teachers by Kristy Acevedo: Dorothy Leonard Main - Moving Beyond the Classroom With Executive Education	September 2010	Completion by mid-year of funding cycle
Operational Facility	Conduct a facility needs assessment and implement a plan to maximize the use of classrooms in the delivery of instruction in the area of Math.	To maximize the effective use of the campus by extending instructional activities within and beyond the classroom.	Classroom Environment Ideas An Organizational Checklist for Teachers by Kristy Acevedo: Dorothy Leonard Main - Moving Beyond the Classroom With Executive Education	September 2010	Completion by mid-year of funding cycle
Operational Facility	Conduct a facility needs assessment and implement a plan to maximize the use of classrooms in the delivery of instruction in the area of Science.	To maximize the effective use of the campus by extending instructional activities within and beyond the classroom.	Classroom Environment Ideas An Organizational Checklist for Teachers by Kristy Acevedo: Dorothy Leonard Main - Moving Beyond the Classroom With Executive Education	September 2010	Completion by mid-year of funding cycle
Resource/Data Utilization	Conducts a study to evaluate the data collected and utilize it in the delivery of Reading/E.L.A. instruction.	Data collection will be used to assess student's academic performance for appropriate instructional levels placement.	National Center on Student Progress Monitoring <a href="http://www.studentprogress.org/library/Webinars.asp#ABC">http://www.studentprogress.org/library/Webinars.asp#ABC</a>	August 2010	This on-going process that ends with summative assessment of student progress.

Resource/Data Utilization	Conduct a study to evaluate the data collected and utilize it in the delivery of Math instruction.	Data collection will be used to assess student's academic performance for appropriate instructional levels placement.	National Center on Student Progress Monitoring <a href="http://www.studentprogress.org/library/Webinars.asp#PMMath">www.studentprogress.org/library/Webinars.asp#PMMath</a>	August 2010	This on-going process that ends with summative assessment of student progress.
Resource/Data Utilization	Conduct a study to evaluate the data collected and utilize it in the delivery of Science instruction.	Data collection will be used to assess student's academic performance for appropriate instructional levels placement.	National Center on Student Progress Monitoring <a href="http://www.studentprogress.org/library/Webinars.asp#PMMath">www.studentprogress.org/library/Webinars.asp#PMMath</a>	August 2010	This on-going process that ends with summative assessment of student progress.
Add additional pages as needed.					

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 4: Improve Learning Time</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Flexible Scheduling	Maximize instructional time through flexible scheduling in the school day to reach academic success in the content area of Reading/E.L.A.	To improve support for struggling learners by providing interventions and accommodating the needs of our students by being flexible and creative in the use of time.	National Middle School Association-Flexible Scheduling <a href="http://www.nmsa.org/Research/ResearchSummaries/FlexibleScheduling/tabid/1140/Default.aspx">http://www.nmsa.org/Research/ResearchSummaries/FlexibleScheduling/tabid/1140/Default.aspx</a>	Daily as of August 23, 2010	Daily as until May 2013
Flexible Scheduling	Maximize instructional time through flexible scheduling in the school day to reach academic success in the content area of Mathematics	To improve support for struggling learners by providing interventions and accommodating the needs of our students by being flexible and creative in the use of time.	National Middle School Association-Flexible Scheduling <a href="http://www.nmsa.org/Research/ResearchSummaries/FlexibleScheduling/tabid/1140/Default.aspx">http://www.nmsa.org/Research/ResearchSummaries/FlexibleScheduling/tabid/1140/Default.aspx</a>	Daily as of August 23, 2010	Daily as until May 2013
Flexible Scheduling	Maximize instructional time through flexible scheduling in the school day to reach academic success in the content area of Science.	To improve support for struggling learners by providing interventions and accommodating the needs of our students by being flexible and creative in the use of time.	National Middle School Association-Flexible Scheduling <a href="http://www.nmsa.org/Research/ResearchSummaries/FlexibleScheduling/tabid/1140/Default.aspx">http://www.nmsa.org/Research/ResearchSummaries/FlexibleScheduling/tabid/1140/Default.aspx</a>	Daily as of August 23, 2010	Daily as until May 2013
Instructionally-focused Calendar	Create an instructional calendar to provide direction and develop instructional focus activities and assessments to measure progress in the content area of Reading/L.A.	An instructionally focused calendar will provide a guideline for teachers to specifically target student needs.	Instructional Focus Calendar <a href="http://www.stlucie.k12.fl.us/.../Instructional-Focus-Instructional-Strategies.DF">www.stlucie.k12.fl.us/.../Instructional-Focus-Instructional-Strategies.DF</a>	Annually	May 2013
Instructionally-focused Calendar	Create an instructional calendar to provide direction and develop instructional focus activities and assessments to measure progress in the content area of Mathematics.	An instructionally focused calendar will provide a guideline for teachers to specifically target student needs.	Instructional Focus Calendar <a href="http://www.stlucie.k12.fl.us/.../Instructional-Focus-Instructional-Strategies.DF">www.stlucie.k12.fl.us/.../Instructional-Focus-Instructional-Strategies.DF</a> <a href="http://www.fultonschools.org/technology/dataanalysis/.../eightstepprocess.pdf">www.fultonschools.org/technology/dataanalysis/.../eightstepprocess.pdf</a>	Annually	May 2013

Instructionally-focused Calendar	Create an instructional calendar to provide direction and develop instructional focus activities and assessments to measure progress in the content area of Science.	An instructionally focused calendar will provide a guideline for teachers to specifically target student needs.	Instructional Focus Calendar <a href="http://www.stlucie.k12.fl.us/.../Instructional-Focus-Instructional-Strategies.DF">www.stlucie.k12.fl.us/.../Instructional-Focus-Instructional-Strategies.DF</a> <a href="http://www.fultonschools.org/technology/dataanalysis/.../eightstepprocess.pdf">www.fultonschools.org/technology/dataanalysis/.../eightstepprocess.pdf</a>	Annually	May 2013
Staff Collaborative Planning	Utilize staff expertise in the development of collaborative planning to implement successful instruction in the classroom of the content area Reading/ELA.	The staff collaborative planning will develop and provide skills for the most effective instruction.	Collaborative Planning and Collaborative Teaching <u>Creating an Inclusive School and Restructuring for Caring and Effective Education</u> by Richard Villa	August 2010	May 2013
Staff Collaborative Planning	Utilize staff expertise in the development of collaborative planning to implement successful instruction in the classroom of the content area Mathematics	The staff collaborative planning will develop and provide skills for the most effective instruction.	Collaborative Planning and Collaborative Teaching <u>Creating an Inclusive School and Restructuring for Caring and Effective Education</u> by Richard Villa	August 2010	May 2013
Staff Collaborative Planning	Utilize staff expertise in the development of collaborative planning to implement successful instruction in the classroom of the content area Science	The staff collaborative planning will develop and provide skills for the most effective instruction.	Collaborative Planning and Collaborative Teaching <u>Creating an Inclusive School and Restructuring for Caring and Effective Education</u> by Richard Villa	August 2010	May 2013
Add additional pages as needed.					



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

**Part 3: Intervention Model**

**Section D: Improvement Activities and Timeline (cont.)**

**Critical Success Factor 5: Increase Parent/Community Involvement**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increase opportunities for input	Foster a comprehensive program that encourages parent and community input through participation in decision making committees, surveys, and online formats.	A highly interactive system of parents, community members and educators that encourages student learning and development.	ONLINE TEA Best practices, Fostering School, Family, and Community Involvement, National Coalition of Parent Involvement in Education	Quarterly	May 2013
Effective communication	Set up clear and consistent forms of communication with parents and the community to provide constant knowledge of school matters.	Effective communication with families and the community will increase student support and ensure success for every student.	ONLINE TEA Best practices, Fostering School, Family, and Community Involvement, National Coalition of Parent Involvement in Education	Quarterly	May 2013
Accessible Community Services	Increase community affiliations with service providers to improve student and parent availability to resources.	In pursuing a comprehensive approach to partnerships between schools, families and the communities, resources available to parents and students will increase student strengths.	ONLINE TEA Best practices, Fostering School, Family, and Community Involvement, National Coalition of Parent Involvement in Education	Monthly	May 2013
Accessible Community Services	Establish a parent computer lab to allow access with a variety of partnership programs in the community.	Parent access to a computer/programs will help strengthen parent skills in turn better enabling them to provide assistance to their child.	ONLINE TEA Best practices, Fostering School, Family, and Community Involvement, National Coalition of Parent Involvement in Education	Weekly	May 2013

Add additional pages as needed.

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 6: Improve School Climate</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increase Attendance	<p>Create and implement a program that is incentive based in order to be more successful in engaging students and their families in school.</p> <p>Create a program that will intervene with students that are struggling with attendance. This program will provide students and parents with a support base; needed to address attendance issues.</p>	Increase Attendance	<p>Triumph Over Truancy: Tips for Improving Student Attendance</p> <p>Article by Cara Bafile Education World® Copyright © 2009 Education World</p>	Monthly	May 2013
Decreased Discipline Referrals	<p>Expand access to counseling, anger management, and peer mediation for students through our Safe School Healthy Students Program.</p> <p>Expand opportunities for children to work with adult role models through our mentor program.</p>	Decreased Discipline Referrals	<p>Texas Education Agency Best Practices</p> <p>National Education Association</p> <p>Safe School, Healthy Students Program</p> <p>Mentor Program</p>	Weekly	May 2013
Increased Involvement in Extra/Co-Curricular Activities	Provide opportunities for students to participate in extra/co-curricular activities to enrich their educational, social development and individual potential/talents.	Increased Involvement in Extra/Co-Curricular Activities	Johnson, Crosnoe, Elder, Jr, 2001).	Seasonal (Depending sport)	May 2013
Increase communication between all stakeholders.	Increase more opportunities for student, teacher, and parent feedback by the use of surveys and questionnaires.	Increase communication between all stakeholders.	<p>Texas Education Agency Best Practices</p> <p>National Education Association</p>	Annually	May 2013
Increase Attendance	<p>Create and implement a program that is incentive based in order to be more successful in engaging students and their families in school.</p> <p>Create a program that will intervene with students that are struggling.</p>	Increase Attendance	<p>Texas Education Agency Best Practices</p> <p>National Education Association</p>	Monthly	May 2013



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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 7: Increase Teacher Quality</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Locally Developed Appraisal Instruments	Develop a strong and rigorous appraisal instrument to support PDAS requirements. Conduct adequate walkthroughs and administrator/teacher conferences.	Developed an instrument and processes that best meet the needs and desired result of the campus. Provide teachers with immediate and constructive feedback in order to help improve classroom instruction.	<a href="http://www.ncpublicschools.org/fbs/personnel/evaluation">www.ncpublicschools.org/fbs/personnel/evaluation</a> Public School Employee Evaluation	Weekly	May 2013
On-going Job Embedded Professional Development	Create formal and informal opportunities for staff to engage/discuss with others, peer mentoring, study groups, reflective practices and action research.	Job embedded staff development incorporates training into the work day to encourage educators to view daily experiences as opportunities to learn.	Job-embedded Professional Development by H Galloway <a href="http://www.txstate.edu/edphd/PDF/jobpd.pdf">www.txstate.edu/edphd/PDF/jobpd.pdf</a> Texas Education Agency Best Practices National Education Association	Bi-Monthly	May 2013
Recruitment/Retention	Implement a strategic process of recruitment of highly qualified teachers and reduce turnover through mentoring and leadership development.	Strategic recruiting and mentor support increases teacher retention and job satisfaction.	A Strategic View of Recruitment-strategies for successful teacher recruitment and retention - Brief Article  <u>School Administrator, Jan, 2001 by Benjamin O. Canada</u> Texas Education Agency Best Practices	Monthly	May 2013
Support System	Provide support systems for new teachers.  Conduct monthly meetings for new teachers that address issues that may arise in the classroom.	New teachers need a support system in order to function successfully in the classroom.	Texas Education Agency Best Practices,  National Education Association	Monthly	May 2013

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<b>Part 3: Intervention Model</b>					
<b>Section D: Increase Technology</b>					
<b>Critical Success Factor 8: Technology</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>



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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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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>Part 1: Component Description.</b> 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)		
<b>Section A: Ongoing Monitoring/Continuous Improvement</b> - Describe the LEA/campus' process for providing ongoing monitoring of grant activities to ensure continuous improvement		
<p>The monitoring and continuous improvement of a school takes several years to implement and demonstrate improvement in the targeted areas of reading, language arts, science and mathematics. A continuous improvement cycle provides the opportunity for ongoing identification of effective practices and/or actions that should be continued and ineffective practices and/or actions that should be revised or eliminated. With this in mind, RCJH will develop a framework to target high expectations for students, teachers, and campus based instructional teams. At RCJH targeted instruction will embrace the vision that: 1) The work of schools is student learning; 2) All children benefit from challenging, rigorous and relevant curriculum; 3) Curriculum, instruction, and assessments must be closely aligned to State and District Standards; 4) Every teacher can be an expert when provided collaborative and sustained professional development focused on improved instruction; 5) School culture and the learning environment can promote continuous improvement. 6) Parental support and involvement are critical to improved student performance; 7) Effective use of data is vital to continuous improvement of teaching and learning. This vision will require the following Activities:</p> <p><b>The framework will have four components</b></p> <ol style="list-style-type: none"> <li>1. Curriculum alignment: What are we going to teach?</li> <li>2. Curriculum mapping: When are we going to teach it?</li> <li>3. Curriculum benchmarking: Did students learn it?</li> <li>4. Differentiation Instruction: What teaching methods would be best for each student?</li> </ol> <p>The curriculum alignment component will show <i>what</i> will be taught. The C-Scope framework will drive campus instruction. Careful analysis will ensure that vertical and horizontal curriculum is implemented.</p> <p>The curriculum map component will show an instructional timeline. It will display the skills in the order they will be taught in each grade level. C-Scope will drive mapping sequence. The curriculum benchmark component will develop quarterly assessments and minimum standards of achievement, known as curriculum benchmarking, for each grade level. This will provide process of quality control—identifying children who have mastered skills and those who have yet to master the content. The Differentiation instruction component will support, and define effective teaching methods as well as recommend the programs that best meet this component.</p> <p>The collection of data will result in the review of State Test Results, benchmark tests results, and objectives defined in the curriculum mapping framework. Student data will be charted by student, by class throughout the campus to assist in the decision making process. Data analysis will take place every six weeks to ensure effective progress and to target content deficiencies as needed.</p> <p>All data results will also be disaggregated by objectives for all sub groups like LEP, special education and at-risk student to analyze and align instruction to maximize learning. All student data will be reviewed and used to identify specific student and program strengths and weaknesses.</p> <p>Test data to be reviewed will include (but not limited to):</p> <ol style="list-style-type: none"> <li>1. TAKS Scores,</li> <li>2. LPAC and ELL mandated testing,</li> <li>3. Special education test data,</li> <li>4. At-risk student passing and retention data</li> <li>5. Benchmark scores</li> <li>6. Six Weeks Grades</li> </ol>		

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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 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

#### Process:

A review of 2010 TAKS data including AYP and Reading/ELA, Mathematics, and Science will indicate the following teaching and learning needs: Percent (%) of students not proficient or higher in Reading/ELA, Math, and Science; Analysis of AYP data of, LEP, Special Education and at-risk students indicated the following needs in the areas of Reading/ELA- Math, and Science. A longitudinal analysis of data from 2009- 2010 will be conducted. Data from the following sources will be disaggregated, interpreted, and effectively used for targeting instructional needs.

Data analysis will include but will not be limited to: TAKS, TELPAS, LAS Links, LPAC reviews, District benchmarks, and grades will be used to identify student performance needs. Identified discrepancies will drive instructional needs. For example: Curriculum mapping, developing a timeline, will make use of the CSCOPE curriculum to define vertical and horizontal needs. Throughout the formative process data results from district benchmarks and six weeks grades of Special Education, LEP and At-Risk students will be analyzed in the areas of Reading/ELA, Mathematics and Science. LEP student's academic needs will be analyzed with the TELPAS State Test, LPAC reviews and well as teacher observation. A graph to analyze teacher observation will be developed and used to monitor level of performance in speaking, reading, listening and writing skills of LEP students.

#### Effectiveness:

A chart identifying the goals will serve to determine the on-going status of the intervention plan and its results. For example: Parental Involvement, School Discipline, Attendance, and Student achievements.

Area to be addressed:	List goals or objectives to be addressed	Objectives Met		Extent to which objectives were met			Describe Interventions to be addressed.
		Yes	No	High	Acceptable	Not met	
Increasing Learning Time							
Community Partnering							
Attendance							

Qualitative and quantities data analysis will be charted using graphs from data gathered via PEIMS, TAKS, and available district/campus spreadsheets.



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<b>Part 1: Component Description.</b> 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)		
<b>Section C: Qualitative and Quantitative Data Collection Methods-</b> 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		
<p>The importance of making data driven decisions necessitates that we use both qualitative and quantitative collection method. The following are methods that will be used to improve instruction and to provide continuous feedback in meeting the needs of our students here at RCJH.</p> <p><u>Quantitative methods:</u> In order to incorporate a model that responds to the needs of the students, we will use, but not be limited to, the following sources :</p> <ul style="list-style-type: none"> <li>• TAKS Data</li> <li>• District Benchmarks</li> <li>• LAS links</li> <li>• Six Weeks tests</li> <li>• TELPAS</li> <li>• Attendance Records</li> </ul> <p>RCJH will analyze these data sources throughout the year to first develop and then to determine the effectiveness of the model that is being incorporated at our school. Data will be gathered by the testing strategist and presented to the Instructional leader, CILT team members, SBDBM members, teachers, project manager and community members so that they may analyze the data. Data will be presented to these members every six weeks in a manner that may incorporate maps and graphs. Information will be disaggregated so that the following subgroups, can be easily analyzed:</p> <ul style="list-style-type: none"> <li>• LEP</li> <li>• Special Education</li> <li>• At-Risk</li> </ul> <p>Emphasis will be given to the topics of:</p> <ul style="list-style-type: none"> <li>• Reading/ELA</li> <li>• Science</li> <li>• Mathematics.</li> </ul> <p>Using this data RCJH will establish a baseline from which to proceed. As the modifications of the proposed model are incorporated data collection will begin. Analysis of data will continue throughout the academic year to determine the efficacy of the modifications that are being put in place. If the qualitative data indicates that the modifications are ineffective then changes will be made to the model. Analysis of data will be ongoing throughout the academic year.</p> <p><u>Qualitative methods:</u> In order to incorporate a model that responds to the needs of the students, we will use, but not be limited to, the following sources:</p> <ul style="list-style-type: none"> <li>• Climate surveys of the campus</li> <li>• Climate surveys of the students</li> <li>• Surveys of professional development trainings</li> <li>• Agendas of parental involvement seminars</li> <li>• Discipline records</li> </ul> <p>These data sources will be used to improve the following areas:</p> <ul style="list-style-type: none"> <li>• Staff trainings</li> <li>• Parent/community involvement</li> <li>• Student behavior</li> <li>• Learning time</li> </ul> <p>Analysis of this qualitative data will begin at the beginning of the academic year and will continue throughout the academic year. Data will be presented to the instructional leaders, CILT Team members, SBDBM members, teachers, Project manager, and community members in a format that will may include charts or graphs. Information will be presented in a manner that is easy to interpret and can be used for program development. After development and implementation of the program, analysis will continue throughout the year, in three month increments, to determine the efficacy of the program. The model will be modified if the qualitative data indicates that it is being ineffective. Analysis of this data will be ongoing throughout the academic year.</p>		

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<b>Texas Title I Priority Schools Grant</b>		
<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
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 <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The development of the campus performance goals will be done with the active participation of the following: Instructional leader ship, CILT members, SBDM Team, Teachers, and community members. These groups will look at the following in determining the campus performance goals:</p> <p><b><u>Academic performance:</u></b>          The performance results in Reading/Language Arts, Science, and Math by all students and student subgroups will be analyzed to establish a baseline for growth,</p> <p><b><u>Use of Quality data to drive instruction:</u></b>          The disaggregation of the data allows us to measure the achievement gaps between the student subgroups and to identify the areas that are deficit. This process is providing the means for data-driven decision making in our instructional programs</p> <p><b><u>Increase Leadership Effectiveness:</u></b>          The effectiveness of all our efforts is contingent on support from the leadership effectiveness of the principal. Areas that will be critical for the Principal to continually address are: 1. meaningful teamwork; 2. clear, measurable goals; 3. and the regular collection and analysis of performance data. These areas will focus on the goal-setting process, working collaboratively with staff and school community develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community, and provide appropriate professional learning opportunities.</p> <p><b><u>Increased Learning Time:</u></b>          Will be used to accelerate student achievement with focus on At-Risk, LEP, and Special Education students. Investigations of practices that maximize learning time and that will be implemented include a creative curriculum, integrated curriculum, A flexible schedule, interdisciplinary concepts, and an Instructional Focus Calendar.</p> <p><b><u>Increased parental engagement:</u></b>          in their children's schooling is linked to student achievement improvement. Time-intensive parental involvement activities extend the quality of parents in the school, involvement in extra and co-curricular activities, assisting in instructional activities, and an active PTA supporting all facets of the school transformation plan.</p> <p><b><u>Improved School Climate:</u></b>          Impacts student attendance, discipline referrals, and participants as school ambassadors by participating in extra/co-curricular activities. Students who are engaged and connected to their schools do better academically and such activities develop appropriate leadership skills and social interaction. Our new discipline and attendance procedures that stress positive interventions and clear communications will be the formula for positive school climate.</p> <p>Increase Teacher Quality through a rigorous staff development schedule, a pro-growth appraisal instrument, and an aggressive recruiting program. Embedded in this process is rigorous collaboration at all levels.</p>		

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<p><b>Texas Title I Priority Schools Grant</b></p>		
<p><b>Schedule # 4C—Performance Assessment and Evaluation</b></p>		
<p><b>Part 2: Process for Development of Performance Goals</b></p>		
<p>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 <b>two pages</b>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
Empty response area		

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**Texas Title I Priority Schools Grant**

**Schedule # 4C—Performance Assessment and Evaluation**

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading In Sp. Ed	AYP Report	39%	73%	82%	90%
2	Improve Student Achievement in Math in Sp. Ed	AYP Report	31%	67%	75%	80%
3	Improve student Achievement in Reading in LEP	AYP Report	53%	80%	90%	100%
4	Improve Student Achievement in Math in LEP	AYP Report	36%	67%	75%	80%
5	Improve student Achievement in Science in Sp. Ed/LEP	AEIS	29% / 36%	80%	85%	90%

**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 the use of data from campus benchmarks/six weeks test to drive instruction	School City Reports	DNA	75%	80%	85%
2	Increase the use of results from district benchmarks to drive instruction in Math	School City Reports	69%	78%	87%	95%
3	Increase the use of results from state assessments to drive instruction in Reading	School City Reports	89%	92%	95%	98%
4	Increase the use of results from state assessments to drive instruction in Science	School City Reports	69%	78%	87%	95%
5						

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<b>Part 3: Annual Performance Goals</b>						
<b>Increase Leadership Effectiveness</b> — Enter the annual goals for increasing the effectiveness of campus leadership, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase student achievement in the areas of Reading/ELA, Math and Science. (Project Manager)	School City Report Progress Reports	Initial Phase	50%	75%	100%
2	Improve Leadership skills – through communication, efficient budgeting, teacher evaluations, curriculum and organizational skills. (Principal)	Region 1 ESC District Trainings	50 hrs	55 hrs	60 hrs	65 hrs
3	Build a data-driven professional community within the campus and all other stake holders. (Teachers)	School City Reports Staff Developments	40%	50%	75%	100%
4						
5						
<b>Increase Learning Time</b> – 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	Target Ability Grouping (TAG)/Tutorials	Master Schedule	165 minutes	220 min	220 min	220 min
2	Math Block Scheduling	Master Schedule	55 min	110 min	110 min	110 min
3	Saturday Academies	Tutorials	4 hours	5 hours	5 hours	5 hours
4						
5						

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<b>Part 3: Annual Performance Goals</b>						
<b>Increase Parent/Stakeholder Involvement</b> – 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 parental meetings/events	Agenda Sign-In sheet	20 events	25 events	30 events	35 events
2	Increase the number of parent participants in advisory committees such as SBDM, PTO, LPAC and Parent Advisory Committees	Agenda Sign-In Sheet Staff Development	10%	Increase to 15 %	Increase to 20%	Increase to 25%
3	Increase parent involvement in the instructional decision making thru surveys	Agenda Sign-In Sheet Local Agencies	25%	Increase to 50%	Increase to 65%	Increase to 85%
4						
5						
<b>Improve School Climate</b> – 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	Tyler Educational Management Solutions (TEMS) Reports	96%	2%	2%	Maintain above 98%
2	Increase student involvement in extra-curricular activities	UIL Reports Student Eligibility Forms	25%	35%	38%	40%
3	Decrease Discipline Referrals	Tyler Educational Management Solutions (TEMS) Reports	25%	- 20%	-15%	-10%
4	Needs Assessment	Surveys: (teacher, student, parent and community)	Average of 30%	Increase to 50%	Increase to 70%	Increase to 100%
5						

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**Texas Title I Priority Schools Grant**

**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 the number of highly qualified teachers in their content area.	Human Resources State Board for Educator Certification (SBEC)	100%	Maintain 100% HQ Staff	Maintain 100% HQ Staff	Maintain 100% HQ Staff
2	Increase the number of staff development hours for teachers	Region 1 ESC District Staff Development	36 hours	48 hours	60 hours	72 hours
3						
4						
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1						
2						
3						
4						
5						



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<b>Schedule # 4D--Equitable Access and Participation: Barriers and Strategies</b>				
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.			
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X		
A02	Provide staff development on eliminating gender bias			
A03	Ensure strategies and materials used with students do not promote gender bias			
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender			
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender			
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program			
A99	Other (Specify)			
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language			
B02	Provide interpreter/translator at program activities			
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.			
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds			
B05	Develop/maintain community involvement/participation in program activities			
B06	Provide staff development on effective teaching strategies for diverse populations			
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity			
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider			
B09	Provide parenting training		X	
B10	Provide a parent/family center			
B11	Involve parents from a variety of backgrounds in decision making			
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school			
B13	Provide child care for parents participating in school activities			
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities			
B15	Provide adult education, including GED and/or ESL classes, or family literacy program			
B16	Offer computer literacy courses for parents and other program beneficiaries			



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

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

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

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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5—Program Budget Summary</b>					
<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>			
<b>Project Period: August 1, 2010 through June 30, 2013</b>					
<b>Class/Object Code and Description</b>	<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b> 3%	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>	
Payroll Costs	5B 6100	\$1,436,600	\$ 47,046	\$130,600	\$1,614,216
Professional and Contracted Services	5C 6200	\$99,000	\$3240	\$ 9,000	\$111,240
Supplies and Materials	5D 6300	\$187,275	\$6129	\$ 17,025	\$ 210,429
Other Operating Costs	5E 6400	28,000	\$900	\$ 2,000	\$ 30,900
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	\$60,000	\$0	\$ 30,000	\$ 90,000
Total Direct Costs		\$1,810,875	\$57,285	\$ 188,265	\$ 2,056,785
1.52% Indirect Costs			\$870	\$2867	\$31,263
<b>Grand Total</b>					
Total Budgeted Costs:		\$ 1,810,875	\$ 58,155	\$ 191,492	\$2,088,048
<b>Administrative Cost Calculation</b>					
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs					\$2,088,048
Multiply by ( % limit)					X .05
Enter Maximum Allowable for Administration, including Indirect Costs					\$ 104,402

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<b>Schedule #5—Program Budget Summary</b>		
<b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b>		
Year 1: SY 2010-2011     \$ 696,016 Year 2: SY 2011-2012     \$ 696,016 Year 3: SY 2012-2013     \$ 696,016		
* 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.		
<b>Provide any necessary explanation or clarification of budgeted costs</b>		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
<b>Employee Position Titles</b>		<b>Justification</b>	<b>#Full-Time Effort</b>	<b>#Part-Time Effort</b>	<b>Pre-Award</b>	<b>Amount Budgeted</b>
<b>Instruction</b>						
1	Teacher	Math, Science Special Ed. Support	3		\$ 107,250	\$ 429,000
2	Educational Aide					
3	Tutor					
<b>Program Management and Administration</b>						
4	Project Director					
5	Project Manager	To oversee and coordinate TTIPS Grant	1		\$51,563	\$206,250
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	To assist Project Manager	1		\$17,188	\$68,750
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
<b>Auxiliary</b>						
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					
<b>Other Employee Positions</b>						
22	Title:	Academic Strategist - To facilitate effective teaching and pedagogical approaches.	1		\$35,750	\$143,000
23	Title:					
24	Title:					
25	Title:					
26	<b>Subtotal Employee Costs</b>				\$ 211,751	\$ 847,000
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay			\$ 7,838	\$ 31,350
28	6119	Professional Staff Extra-Duty Pay - Professional Staff Incentive Program			\$ 137,500	\$ 550,000
29	6121	Support Staff Extra-Duty Pay			\$ 2,062	\$ 8,250
30	6140	Employee Benefits				
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>				\$ 147,400	\$ 589,600
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				\$ 359,151	\$1,436,600





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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</b>					
Expense Item Description				Pre-Award	Total Amount Budgeted
621	Audit Costs (other than audits required under OMB Circular A-133)			N/A	N/A
2	Specify purpose: N/A				
626	Rental or Lease of Buildings, Space in Buildings, or Land			N/A	N/A
9	Specify purpose and provide calculation: N/A				
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)			N/A	N/A
9	Specify purpose: N/A				
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)			N/A	N/A
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.	Stetson and Associates Differentiated Instruction – Math (Special Ed/LEP students)			\$ 6000	\$ 1500
2.	Stetson and Associates Differentiated Instruction – Science (LEP/At-Risk Students)			\$ 6000	\$ 1500
3.	Kagan Cooperative Learning –Math (Special Education/LEP Students)			\$ 9000	\$ 2250
4.	Kagan Cooperative Learning –Science (LEP/AT-Risk Students)			\$ 9000	\$ 2250
5.	Region 1 ESC – (Math Academies, ELL Academies, Science – Structuring lessons)			\$ 2000	\$ 500
6.	Region 1 ESC – Behavior Specialist			\$ 4000	\$ 1000
7.					
8.					
9.					
10.					
Subtotal					
Professional and Consulting Services Less than \$10,000				\$ 9000	\$ 36000
Professional and Consulting Services (6219) Greater than or Equal to \$10,000					
1. Description of Professional or Consulting Service (Topic/Purpose/Service):					
Contractor's Cost Breakdown of Service to be Provided				# Positions	Total Contracted Amount
Contractor's Payroll Costs					Pre-Award
Title:				Total Amount Budgeted	
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs					
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:				\$	\$

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<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (     %)				
<b>Total Payment:</b>		\$	\$	\$
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (     %)				
<b>Total Payment:</b>		\$	\$	\$
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$	\$	\$
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (     %)				
<b>Total Payment:</b>		\$	\$	\$
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
<b>Grand Total:</b>				

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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>School Years 2010-2013</b>		Amendment No. _____		
<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>	
6399	Technology Hardware- Not Capitalized			\$13,275	\$ 39825	
	#	Type	Purpose			Quantity
	1	EIKI Media Project	Classroom Presentation Enhancement			1
	2	Laptop Computers	To Facilitate Student Learning			19
	3	Dell 3110 cn Printers	Access to Student Work			2
	4					
5						
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee ( Academic Resources)					
<b>Total Supplies and Materials Requiring Specific Approval:</b>						
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>				\$3750	\$11,250	
<b>Grand Total</b>				\$17,025	\$51,075	

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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>School Years 2010-2013</b>		Amendment No. _____	
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>					
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>
6411	In/Out of State Travel for Employees (includes registration fees) Specify purpose: Texas Association For Bilingual Education (TABE Conference/Inclusion/Differentiated ESL Instruction)			\$ 2000	\$ 8,000
6412	Travel for Students (Includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:			N/A	N/A
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:			N/A	N/A
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:			N/A	N/A
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:			N/A	N/A
6429	Actual losses which could have been covered by permissible Insurance			N/A	N/A
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)			N/A	N/A
6499	Membership Dues In Civic or Community Organizations (Not allowable for University applicants)			N/A	N/A
	Specify name and purpose of organization: N/A				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:			N/A	N/A
<b>Total 64XX- Operating Costs Requiring specific approval:</b>				<b>\$2000</b>	<b>\$ 8000</b>
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>					
<b>Grand Total</b>				<b>\$ 2,000</b>	<b>\$ 8,000</b>

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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>School Years 2010-2013</b>		Amendment No. _____	
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost</b> <b>(15XX is for use by Charter Schools sponsored by a nonprofit organization)</b>					
	<b>Description/Purpose</b>	<b>Unit Cost</b>	<b>Quantity</b>	<b>Pre-Award</b>	<b>Total Budgeted</b>
<b>6699/15XX- Library Books and Media (capitalized and controlled by library)</b>					
1					
<b>66XX/15XX- Technology Hardware - Capitalized</b>					
2					
3	Computers on Wheels (Mobile Computers 30 per Cart)	\$ 30,000	2	\$ 30,000	\$ 60,000
4					
5					
6					
7					
8					
9					
10					
11					
<b>66XX/15XX- Technology Software- Capitalized</b>					
12					
13					
14					
15					
16					
17					
18					
<b>66XX/15XX- Equipment and Furniture</b>					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
<b>Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life.</b>					
29					
<b>Grand Total</b>					
<b>Total 6600/15XX- Capital Outlay Costs:</b>				<b>\$30,000</b>	<b>\$60,000</b>

<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>108-908</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108-908 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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, sub grantees, 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.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108-908 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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**

108-908  
County-District No.

**Texas Title I Priority Schools Grant**

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.

<b>SCHEDULE #6A – cont.</b> <b>GENERAL PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<b>108-908</b> <b>County-District No.</b>
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  108-908 County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207)**, **Davis Bacon Act (40 USC 276(a))**, and **Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.

**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)).

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>108-908</u> County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
  3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
  4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
  5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>108-908</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.

<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108-908 County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

**Terms defined:** As used in these Provisions and Assurances

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

**SCHEDULE #6B**

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

**TEXAS EDUCATION AGENCY**  
**Standard Application System**  
**School Years 2010-2013**

Required for all federal grants regardless of  
the dollar amount

108-908

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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.

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>108-908</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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 sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients 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.



<b>SCHEDULE #6D -</b> Disclosure of Lobbying Activities	<b>TEXAS EDUCATION AGENCY</b>	
	<b>Standard Application System</b>	
	<b>School Years 2010-2013</b>	108-908 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: _____		
<b>1. Type of Federal Action</b> <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. Bid/Offer/Application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For Material Change Only: Year: _____ Quarter: _____ Date of last Report: _____
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Subawardee Tier (if known): _____ Congressional District (if known): _____		<b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b> Texas Education Agency 1701 N. Congress Avenue Austin, Texas 78701 Congressional District (if known): 28
<b>6. Federal Department/Agency:</b>		<b>7. Federal Program Name/Description:</b> CFDA Number, if applicable: _____
<b>8. Federal Action Number, if known:</b>		<b>9. Award Amount, if known:</b> \$ _____
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI):		<b>10. b. Individuals Performing Services</b> (including address if different from No. 10a; last name, first name, MI):

(Attach Continuation Sheet(s), if necessary)

**[ITEMS 11-15 REMOVED]**

<b>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.</b>	Signature: _____		
	Name: _____		
	Title: _____		
	Telephone# _____ : _____	Date: _____	
<b>Federal Use Only:</b>			Standard Form LLL

<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108-908 County-District No.
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The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001. By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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

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

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

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**4. Highly Qualified:**

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

**5. Parental Involvement:** The participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- (D) the carrying out of other activities, such as those described in section 1118 of P. L. 107-110.

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**6. Professional Development** includes activities that:

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

**7. Scientifically Based Research:**

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

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- (vii) 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;
- (viii) 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;
- (ix) 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
- (x) 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.

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Year 2010-2013</b>	<u>108-908</u> County-District No.
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#### Federal Statutory Requirements

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



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

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

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

#### **Statutory Program Assurances**

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

#### **TEA Program Assurances**

1. Before full implementation funds are made available, the grantee must demonstrate that all early implementation activities have been completed. Successful completion of the early implementation will be measured in the **Quarterly Implementation Reports**, the **Model Selection and Description Report**, and through participation in TEA technical assistance. Copies of the above named reports can be found on the TTIPS website at the following link: [http://www.tea.state.tx.us/index4.aspx?id=7354&menu\\_id=798](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 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 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](http://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](http://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](http://www.recovery.gov) website established by the Recovery Accountability and Transparency Board (Section 1554).

<b>SCHEDULE #6F</b> PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	108-908 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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