

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	Mission CISD Organization Name	108-908 County-District#
		Castro Elementary School Campus Name	102 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	 6/2/2010

Only the legally responsible party may sign this application.

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

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

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TEA DOCUMENT CONTROL NO.

701-10-112-400

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Texas Title I Priority Schools Grant Schedule #1—General Information		
Part 2: List of Required Fiscal-Related Attachments and Assurances		
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.		
1	Proof of Nonprofit Status	
	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)	
2	Assurance of Financial Stability	
	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.	
3	Assurance of Submittal of Reviewer Information Form	
	Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.)	

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Texas Title I Priority Schools Grant Schedule #1—General Information					
Part 3: Applicant Information					
Local Educational Agency (LEA) Information					
LEA Name _____					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
28 th District		010531739		4PWV5	4831040
Campus Name				County-District Campus Number	
J. Castro Elementary				108-908-102	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
1201 Bryce Drive				Mission	TX
Applicant Contacts					
Primary Contact					
First Name		Initial		Last Name	Title
Sandra		E.		Estrada-Clafin	Principal
Telephone		Fax		Email	
956.323.6800		956.323.6818		seestrada@mcisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
1201 Bryce Drive				Mission	TX
Secondary Contact					
First Name		Initial		Last Name	Title
Mario		A		Solis	Exec Dir of Fed & State
Telephone		Fax		E-mail	
956.323.5550		956.323.5581		masolis@mcisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
1201 Bryce Drive				Mission	TX

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Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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Texas Title I Priority Schools Grant		
Schedule #4—Program Summary and Application Requirements		
Part 1: Grant Program Information;		
Summary of Program: Purpose and Goals		
<p>School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.</p> <p>Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").</p> <p>In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.</p>		
Allowable Activities		
<p>Tier I and Tier II Grantees</p> <ul style="list-style-type: none"> ■ Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>Tier III Grantees</p> <ul style="list-style-type: none"> ■ Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model. ■ If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations. ■ Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected. <p>In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.</p> <p>The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.</p>		

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

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Part 2: Statutory Requirements			
#	Requirement Description -- Federal Statutory Requirements	Primary Component Where Described	
14	Applicant provides assurance that it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final federal requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the TEA) to hold accountable its Tier III schools that receive grant funds.	Program Assurances	
15	Applicant provides assurance that it will, if it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization (CMO), or education management organization (EMO) accountable for complying with the final federal requirements.	Program Assurances	
16	Applicant provides assurance that it will report to the TEA the school-level data required under section III of the final federal requirements.	Program Assurances	
17	If the LEA/campus selects to implement the turnaround model , the campus must implement the following federal requirements. <ul style="list-style-type: none"> a. Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; b. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. c. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; d. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; e. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; f. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; g. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; h. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and i. Provide appropriate social-emotional and community-oriented services and supports for students. 	Program Assurances	

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

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

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23	<p>An LEA may also implement comprehensive instructional reform strategies, such as--</p> <ul style="list-style-type: none"> (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- <ul style="list-style-type: none"> (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate. 	Program Assurances	
24	<p>An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--</p> <ul style="list-style-type: none"> (A) Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs; (B) Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff; (C) Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or (D) Expand the school program to offer full-day kindergarten or pre-kindergarten. 	Program Assurances	

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

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <u>transformation model</u> , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training. B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals: <ol style="list-style-type: none"> 1. Takes into account data on student growth as a a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed and with teacher and principal involvement 		

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

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Part 4: TEA Program Assurances			
#	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		
By submitting the application and signing Schedule #1, the applicant is certifying it will comply with the above assurances.			

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Texas Title I Priority Schools Grant Schedule #4A—Program Abstract		
Part 1: Grant Eligibility		
Tier I Eligible Campus	Tier II Eligible Campus	Tier III Eligible Campus
Identify which timeline the LEA/Campus the applicant will implement.		
Option 1: LEA/campus currently engaged in aggressive reform <u>Option 2: LEA/campus in need of foundational technical assistance</u>		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>J. Castro Elementary School (JCES) will be implementing the transformation model and will address fundamental issues aligned with our Campus Improvement plan. The campus will look at improving student academic performance and success by implementing comprehensive instructional reform strategies and by increasing: 1) student academic performance; 2) increasing teacher quality; 3)improving school climate; 4)leadership effectiveness; 5)use of quality data to drive instruction; 6) parent/community/ involvement; 7) and, learning time.</p> <p>JCES will improve academic performance in (but not limited to) the reading, math, special education and ELL populations by using data-driven instruction and aligning the curriculum both horizontally and vertically. There will be on going monitoring of instruction, staff development regarding subject-specific pedagogy, C-Scope curriculum implementation will help to better address the needs of diverse student population, the acquisition classroom equipment and instructional materials, and use new technology to enhance the teachers' quality of instruction in the classroom.</p> <p>JCES will promote the continuous use of student data (formative, interim, and summative) to inform and differentiate instruction in order to meet the academic needs of individual students. Staff will be trained to effectively disaggregate data to develop a focus and purpose for improving instructional goals in all areas, but specifically in Reading/Language Arts and Math. Data driven decisions will be made and there will be ongoing communication within grade levels (both horizontally and vertically) and campus administrative team to increase student achievement. An incentive reward system will be developed to reward teachers whose students meet state and federal performance standards. The primary focus of the incentive reward system will be to examine diverse groups of students, their strengths and weaknesses and to develop a plan of action and set performance goals for incentive pay relative gains and the amount of time in the collaboration exchanged among all personnel. A secondary focus of the incentive reward system is collaboration among staff. Teachers and administrators will be required to examine, dialogue, and analyze student information, meet on a regular basis, interact with parents, set goals, review short comings, assist colleagues and/or new teachers, and mentors for increased student achievement and success.</p> <p>JCES will increase leadership effectiveness by providing staff development in the areas of classroom management, character education, bullying, and cooperative learning. Student's learning time will be increased through flexible scheduling, having an instructionally-focused calendar, extending library hours, computer lab hours and extended learning day and week, having staff plan collaboratively, and revamping the in-school suspension instructional program.</p> <p>To increase parent/community involvement, JCES will initiative a comprehensive program that will facilitate parent and community input. The campus will provide different activities during parent meetings to improve parent participation. Meetings will be scheduled at different times of the day. The campus will open and staff a parent education resource center with new technology to increase access to community services. A parent liaison committee will be formed to increase effective communication between parents and school community. In improving the school climate, the campus will focus on incentives to increase student attendance, improve staff morale, increase staff attendance, reduce student truancy, decrease discipline referrals, increase involvement in co-curricular activities, and provide training for staff and students in the area of bullying, student behavioral and developmental disorders. The campus will increase the supervision of students to provide a safe and secure environment.</p> <p>In reviewing our current assessment data, there are two areas of concern: LEP and Special Education populations. These areas indicate a need for significant gains. By implementing our plan, we hope to fill the gaps and increase the percentage of all students passing the state assessments. Additional funding for ESL Strategist and Special Education Strategist, curriculum resources would greatly help JCES improve instruction and meet state standards.</p>		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description															
Part 1: Comprehensive Needs Assessment															
Section A: Campus Grade Levels															
Type of School	Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant														
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public School	62	104	101	102	100	95	82								646
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total Instructional Staff															46
Total Support Staff															17
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	STATE MANDATED TEST: TAKS, Istation, Tejas Lee, TEMI, CPALLS, TELPAS,														
2	LPAC Folders: LAS Links, Stanford 10														
3	PEIMS, AEIS, AYP Report														
4	Student Grades: Report cards, progress reports														
5	Special Populations Reports: At-Risk, Special Ed, Migrant, LEP, ECO DIS,														
6	Title II Parts A and D (Teacher/Principal training and recruitment /Technology) Title IV SDFC; Title III Part A Evaluations														
7	Benchmarks														
8	Surveys: Students, Parents, Teachers														
9	Disciplinary Records														
10	Attendance Records: Students, Parents, Staff														

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 1: Comprehensive Needs Assessment Cont.		
Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.		
<p>In order to ensure buy-in from all stakeholders, JCES held informational meetings for all school staff. SBDM committee members attended training from Region 1 ESC on the NCLB CNA tool processes. Following the NCLB CNA process training, the committees met on 3 different dates to review the CNA, SBDM members were selected to lead each committee, review and assess collected school data, request additional reports, and assign all staff and other potential members to committees. Each committee leader focused on gathering additional needed data for their assigned area. Each committee met on several occasions to evaluate the collected data, determine if additional data should be collected. Each committee evaluated the desegregated collected data to determine areas of strengths and needs for the school. Each team gathered sufficient data to facilitate the decision making process regarding the school profile. The committees used the data to identify statement of needs for each respective area. When possible, data was disaggregated based on applicable groups across years, grade levels to identify patterns or trends, strengths, and needs. Once the data was reviewed by each committee, members determined whether additional data should be collected and analyzed. Varied sources and types of information from each area helped to develop an accurate assessment of needs. By using multiple data sources to compare data, a priority of needs emerged to support informed decisions for continuous improvement, the development of campus improvement plan, and help to make a budgetary decisions to ensure that all students meet challenging academic and performance standards. Once the latest results for state assessments is received additional evaluation and study of the data will be made to create a final comprehensive needs assessment for the school.</p> <p>Below JCES has defined the various areas reviewed by Committee/SBDM Members.</p>		
Committee Groups: Resources		
Demographics: Enrollment, AYP Data reports, Special Programs, Teacher-Student Ratios, At-Risk reports, Attendance, Mobility/Stability		
Student Achievement: State Assessment Data, TELPAS and AMAO Results, AYP Data Reports, Classroom and Program Assessments, Student work, Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures, Texas Success Initiative Data, Promotion/Retention Data, I-Station student reports, LPAC documentation.		
Culture and Climate: Discipline Reports, Attendance & Truancy reports, Climate Surveys, Parent/ Student surveys, Classroom and School Walkthrough Data, Nurse reports, questionnaires, Parent conferences		
Staff Quality, Recruitment and Retention: Teacher certification/Qualification Data and Reports, Paraprofessional and Staff qualifications, Staff effectiveness in relation to Student Achievement, Teacher-Student Ratios, Walkthrough data, PDAS Data		
Curriculum, Instruction and Assessment: AYP Data Report, Standard-Based Curriculum Resource, Benchmark Data Reports, Scope and Sequence Data, Technology Data Reports, Assessment Data, Class/ School/ and Special Programs		
Family and Community Involvement: Parent/Student questionnaires and surveys, Volunteer data, Mobility and Stability reports, Community and Support agencies.		
School Context and Organization: Campus Improvement Plan, Master Schedules, Castro and Faculty Handbook and Calendar, UIL and other Extracurricular Programs, Discipline Reports, Formal and Informal Evaluations		
Technology: Staff survey and questionnaires, Star Chart, Campus Infrastructure, Professional development data, Technology hardware and software data, Fast math, Fast Forward, I station data reports, list of resources		

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Texas Title I Priority Schools Grant Schedule #4B—Program Description			
Part 1: Comprehensive Needs Assessment Cont.			
Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.			
1	MCISD Leadership Team		
2	SBDM/Campus Leadership Team		
3	Central Office Staff		
4	Education Service Centers		
5	Higher Learning Institutions: South Texas College, University of Pan Am		
6	Parents/Community Representatives		
7	Students		
8	SIRC School Improvement Resource Center		
9	Teachers & Staff		
10	Community Members		

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Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>Mission CISD will designate the TTIPS grant funds to be used specifically for the intervention model activities. 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 JCES SBDM/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 JCES SBDM/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 PDAS, 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 JCES 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 Mission CISD will designate the grant expenditure to be used specifically for the intervention activities.</p> <p>Mission CISD will support the campus' focus to use grant funds to increase teacher quality and leadership effectiveness by targeting the areas of staff development to include Reading/Language arts and Mathematics, data disaggregation, data driven instruction, teaming, peer coaching, mentoring, reflective practices and action research, Positive Behavioral Intentions and Supports (PBIS) program, parental involvement, and curriculum alignment. Mission CISD Staff Development Department is in partnership with the JCES staff and parents to meet and exceed the training requests to meet the goals of the intervention program.</p> <p>Funds will be allocated to acquire a campus based program manager to oversee the successful implementation of the grant program. Program Managers will be closely guided by the business office on grant expenditures. Financial support will be provided to initiate an incentive program for reward and recognition of teachers and students in areas of improvement such as: decline in discipline referrals, student attendance, reduced student truancy, improved passing rates, and citizenship. The Mission CISD Business Office is prepared to provide all the assistance needed to implement a successful program.</p>		

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Part 2: Project Management Cont. Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>JCES principal utilized the established leadership team composed of staff members to review all the relevant campus data to select the intervention model that best addressed the needs of the campus. The SBDM Leadership team composed of staff members, central office staff, parents, and community leaders reviewed the plan were requested to provide feedback regarding the intervention model. Their input was reviewed by the SBDM team and taken into account. The Transformational Model for Tier III schools was selected in order to address current issues which critical prior to entering Stage 1 level under AYP.</p> <p>JCES sought the input of parents, students and community members by conducting a series of surveys and parent meetings. Parent surveys where sent home with students and were asked to return them to the teacher. Approximately 450 parent survey were returned and submitted for review. Survey results will be aggregated by Region One ESC. They will provide survey results to JCES to be studied to make additional recommendations. Preliminary data from the comprehensive needs assessment indicate that more opportunities for meaningful parental involvement need to be explored. Information about grant proposal and school needs were disseminated through end of year awards assemblies because of the high number of parents in attendance at those activities. Additional informational meetings are planned at the beginning at 2010-2011 school year. Additional data from end of year surveys members from District Advisory Committee, LPAC Committee parent members, and Special Education Parental Advisory Committee members will also be included in the final comprehensive needs assessment.</p> <p>Parents and community members serve as advisors or members of several school committees. Parent representatives serve on the LPAC, ARD, SBDM, District Advisory Committee, Special Ed Parental Advisory Committee. We have an active pool of parent volunteers of approximately 60 parents who support our school by serving on committees such as Special Education Parental Advisory Council, LPAC Committee Members, Special Education ARD Members, SBDM Members, Campus Improvement Plan Members, PTA/PTO members, and active volunteers.</p> <p>An online student survey was administered to all 3rd-5th grade students for an approximate total of 320 surveys. Region I ESC is to aggregate the student responses and provide results to the school. The JCES staff strongly believes the success for student achievement is contingent upon the students and parents' knowledge, input, and acceptance of the intervention program. Staff, parental, student and community support was requested and the preliminary data response was positively received.</p>		

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Part 2: Project Management Cont:		
Section A: LEA (District) Capacity Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>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 RTE 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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Texas Title I Priority Schools Grant
Schedule #4B—Program Description

Part 2: Project Management Cont.

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

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

Mission CISD and JCES 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 in regards to provide staff development to improve teacher effectiveness and quality, leadership skills, data disaggregation training, incentive reward program, increase parental involvement, increase opportunities for input, communication and literacy enhancement and the use of technology in instruction and the data gathering process. The alignment of resources will include a combinations of funds like in those activities described below:

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

As evidence, a series of funds will be utilized in order to maximize use of funds to enhance and support training and student services.

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Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>The 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. 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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LEA Support – 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 campus' 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, 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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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Mission CISD and JCES 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 JCES will redirect local, state, and federal dollars to continue addressing the critical factors of effective instruction. The Central Office will address campus staff development needs. Title I Parts A and C, Title II Part A, SCE, Bilingual and Special Educations funds will address ELL, migrant, at-risk 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 & C. Mission CISD and campus 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 JCES 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 effectives. 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 & 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 & C and available grants will continue to fund and upgrade the technology need for direct instruction, data disaggregation and staff development.</p> <p>Mission CISD and JCES will seek long-term utilization of the collaborative model of Trainer of Trainers for teacher education that will involve the use of a school-based intermediary training cadre. Collaboration is viewed as an integral part of the program--in needs assessment, goal formation, planning, and training. The purpose is to spread the effect of training delivered by a team of external educational providers to the school by building the internal capacity of the school to plan and deliver its own in-service program. Sustainability of training of teachers, initial investment in computers, staff development, supplies, and software will allow a life span of 3-6 years. This will allow for instructional reform strategies to continue to be implemented once the TTIPS grants funds are exhausted and as new instructional staff joins the JCES team.</p>		

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External Providers -- 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 and Math, ELL and Special Ed student populations, 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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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>J. Castro Elementary 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. This activities will begin in the summer of 2010 and continued as scheduled by the LEA, the campus, 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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Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p>N/A: There are no Tier I or Tier II schools in the district.</p>		

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Section A: Intervention Model Selection Process		
Intervention Model to be Implemented – Indicate the model(s) being <i>considered</i> by the LEA/campus for implementation. Indicate whether the LEA/campus will participate in the TEA Approved Model with Technical Assistance provided by the TEA-funded School Improvement Resource Center or the LEA/campus will implement its own intervention design within the requirements of the grant program.		
<input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input checked="" type="checkbox"/> Tier III Modified Transformation		
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;">Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</p>		

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Section B: Model Selection Process –Describe in detail:

1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus.
2. The timeline delineating the steps the campus will take to implement the selected intervention.

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Who are we?

We are J. Castro Elementary School (JCES) located in South Texas approximately 10 miles from the Mexican border. The demographics of our school consist of a student population who is 99.37% Hispanic and .63% White. Because of the proximity to the Mexican border, the school has a 48.9% ELL population that needs strong intervention in ESL instruction. Our Special Ed. population continues to grow as more students with special needs enroll in the school. It has been noted that we have larger percentage of students than the state average. We see a pattern of students with learning disabilities with behavioral and developmental disorders. They have unique needs that requires additional teacher training and resources.

At JCES, 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 will promote social, emotional, physical, and intellectual growth to accomplish present and future goals. JCE's goal is of continuous improvement and working as one united team working towards common goals, student achievement.

These indicators (student learning, high achievement, emotional, physical, and intellectual growth) drive our learning process at JCES. Our current Campus Improvement Plan reflects this data. Currently our school is identified as an eligible Tier III campus. With this in mind, there is a perceived need to target a plan that will improve the academic learning of our students, develop administrative leadership skills, increase teacher effectiveness, support a parent and community academic nucleus that is actively engaged and empowered in the decision making process of the campus improvement process. A major goal will be to develop a systemic data gathering model for the improvement of instruction in all areas, but specifically targeting student achievement in Reading/Language Arts and Mathematics and of Special Education and ELL students.

Prospectus: Identification and Initial Planning

JCES has a cadre of teachers, administrators and support staff to review the current Campus Improvement Plan and continue an outgoing Comprehensive Needs Assessment to identify school needs, strategies and activities to improve instruction and student success. With baseline information a model to gather data will be developed. The analysis of data will move JCES to create a system of data analysis to 1) To meet AYP, State Standards by increasing teachers subject matter knowledge as related to teacher effectiveness; 2) To close the existing gaps between written curriculum and direct instruction for the improvement of student success; 3) Implement a data monitoring process to increases effective teaching methods, in order to increase the student success rate. The model will focus on four major components: 1) Data Collection and Interpretation; 2) Enhance teacher effectiveness; 3) Parent and Community Involvement; and 4) Develop an instructional design to monitor program activities in regards to: ensure; a.) data analysis; b.) student academic progress; c.) communication systems; d.) delivery of instruction; e.) targeted time line that oversee curriculum alignment and mapping and f.) With these components the model will target: the improvement of leadership skills and curriculum alignment, the use of technology to graph data for analysis, and the use of quantitative and qualitative data analyses that measures of teacher preparation and certification to ensure student achievement in reading and mathematics. The model will survey the policies that influence teacher education patterns, teacher mentoring effectiveness, hiring practices and professional staff development that targets effective teaching practices. The enhance teacher effective component will have four major goals to accomplish. They are to develop and define: 1. Curriculum alignment: Targeting: What are we going to teach? 2. Curriculum mapping: Targeting: When are we going to teach it? 3. Curriculum benchmarking: Targeting: Did students learn it? and 4. Differentiation: What teaching methods would be best for each student?

Planning Process:

JCES will begin the planning by a process of data analysis of the AYP rating, State Mandated Tests (TAKS, TELPAS, Istation, Tejas LEE...), District Tests [Benchmarks, Student Progress (report cards, student portfolio) and Special Education Modification and Accommodation Numbers] by assigning teams of teachers (grade level, interdisciplinary, department, or random) the detailed analysis of one of the testing areas using the graphed data in the School City program. The analysis will target Reading Language Arts and Mathematic in grades Pre-K – Fifth. Teacher assignments will be made at a staff meeting where the principal introduced some key results of available data and show selected graphs for needs analysis. This overview focused on both areas of strength and needs and disaggregated as well as aggregated data. The depth of the analysis will be determine by the perceive needs of ELLs, At risk students, migrant student, special education and identifies special population data. Data Analysis worksheet will be reviewed and discussed for team data analysis assignments. The teams present data analysis at a scheduled team time. They will report in order that all staff arrives at a complete picture of the student performance at JCES.

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Once the data has been studied and strengths and weaknesses identified, the school improvement team prioritized 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 school improvement plan that is focused a school-wide effort on the priority instructional needs in Reading/L.A. and Mathematics. In order to address the need of the program a time line for the development, implementation and program monitoring will be designed. Issues to be addressed in the staff development process will include (but not limited to): 1. the use of data; 2. effective teaching methods; 3. parental and community engagement in the planning and decision making process; 4. curriculum alignment (both horizontal and vertical alignments) with state, district, and federal standards embedded in the design; 5. evaluation processes (both formative and summative); 6. Identify program goals, measureable objectives in direct instruction and curriculum design. Teachers will be required to teach, monitor outcomes, and make recommendations teaching the district curriculum C-Scope that has been aligned with the state content standards. In addition to their curriculum, however, teachers will be expected to support and accommodate the school-wide objectives in their classrooms, where appropriate. It will be understood that a significant amount of energy will be exerted in the monitoring of the school improvement plan and the capacity building of staff to implement the school improvement strategies. A staff incentive reward system will be developed using the TEEG grant as a guiding model. Incentive pay will be dependent on gains in students achievement and staff collaboration. In order to ensure the capacity building of staff and program monitoring, the campus will address the following issues with the Mission CISD Department of Human Resources and a campus project committee: First the designation of a Project Manager position to monitor the program will be made. The position may be at the campus and/or district level. The position will then detail a job description to address the qualifications, duties, and experience of the Project manager. Once the position is approved, the campus instructional team will assist in making the recommendation for the hiring of the Project Manager. The Project Manager's background should include a strong background in curriculum and instruction and management. This individual should not have less than five (5) years of experience. With the Project Manager in place, the project will cater to: The development processes: to increase teacher and school leader effectiveness: to implement comprehensive instructional reform strategies: to develop and increase teacher and school leadership effectiveness: to increase learning time and create community-oriented environment and culture: to inculcate an operational flexibility and sustained support for instruction.

Increase Teacher and School Leadership 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 curriculum and instruction will work together to use instructional data to target instructional needs as well as making decision for program implementations. Currently the campus principals, instructional facilitators and teacher teams review and analyze student data. Nevertheless, effective leadership is supported by a clear and consistent vision of leadership linked to improved teaching and learning. The principal is the nucleus that drives the shared understandings about the organization and its activities and goals that can under gird a sense of purpose or vision. Effective principals are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement. To this end JCES will use Mike Schmoker's as a resource to improve leadership qualities. The resource book: **Results: the Key to Continuous School Improvement** will be used as a foundation for training and the **Handbook on Effective Implementation of School Improvement Grants** by the Center on Innovation & Improvement. A combination of three concepts that constitutes the foundation for positive improvement results will be used to extend leadership effectiveness. They are: 1. meaningful teamwork; 2. clear, measurable goals; 3. and the regular collection and analysis of performance data. The JCES Principal will lead the school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated. This process will involve working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community. The Principal will also ensure that staff development needs are identified in alignment with school improvement priorities and that these needs are addressed with appropriate professional learning opportunities. Region Service Center, SIRC, central office instructional specialist and on-line training and/research will ensure that principals continue to focus on these three concepts. These concepts and effective teacher instructional strategies will drive the data analysis, instructional monitoring and evaluation of the program.

To effect effective teacher instruction, teachers will undergo rigorous training and instructional strategies implementation for the improvement of instruction to include Response to Intervention and differentiated instruction. The Principal, Region Service Center, central office instructional specialist 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.

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Data Driven Instruction <p>Gathering, dissecting, and utilizing data to identify and prioritize our school needs will provide staff an understanding of what our data reveals about where our school is performing relative to school and district goals. The data driven process goals will define two major targets; 1.) effectively recognize and apply data analysis; 2) recognize the data and its application to instruction. Administrators will model for and train staff to regularly collect, analyze, and use data to inform instruction. The principal and the SBDM/Leadership team will solicit the input of the major constituents (teachers, paraprofessionals, administrators, parents, and students if applicable) 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 TAKS, I-Station, Tejas LEE, TELPAS, LAS, LPAC reviews, district benchmarks, grades to be used to identify student performance needs. The entire staff will analyze the data to identify discrepancies between current and desire outcomes. By collecting, analyzing and using data to identify our school needs the identification of priority needs will be facilitated to address 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 a data driven process. Throughout the assessment process data results from TPRI and Tejas LEE (K-2nd and C-PALLS (PK) will be analyzed for Pre- Kinder-2nd reading results. The I-Station and Tejas LEE will monitor student data at the beginning of the school year (BOY), the middle of the school year (MOY), and at the end of the school year (EOY). This data, in conjunction with a norm referenced test, will focus on early childhood academic needs. ELLs' academic needs will be analyzed with the TELPAS State Test, LPAC documentation 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.</p>		
Continuous Monitoring and Communication: <p>The use of data driven instruction will not be effective without commitment and most an on-going communication process. The process will communicate: 1.) data results to teacher at scheduled time; 2.) data results to all stakeholders and the school community; 3.) convey information to increase collaboration between teachers and the leadership team to support on-going monitoring and student instructional needs; 3.) provide all necessary information to non-English speakers with adequate translation and interpretation students results and progress. To effectively share information to all stakeholders, the following goals and behaviors will ensure effective communication: 1.) the goal of all communication will be the utilization of information. A key factor in data driven communication will be for the individual recipient to use information with understanding in order to move into action; 2.) to improve the quality and relevance of data being disseminated so as to involve teachers, the leadership team, and other stakeholders in the effective use, planning and implementation of the data results; and 3.) to effectively communicate information so as to have a complete understanding change process and required paradigm shift. And finally, the communication process will develop a calendar to communicate instructional relevant data that is linked to its timeliness and comprehensiveness.</p>		
Increase Learning Time and Creating Community-Oriented Schools: Extended Week, Day, Year <p>To enhance time allowed for instruction, a flexible schedule that is based on age appropriate levels will require collaboration within the grade levels. Third, fourth, and fifth grade levels at the school will consider and review schedule time changes. This will involve intense collaboration and planning with grade level instructional teams. By examining the respective curricular time requirements and instructional contact needs, teachers will share the Reading/L.A. and Mathematics content instruction. The teacher will analyze subject matter need and share the teaching across content levels. At times, it may be necessary to design units of instruction that encourage students to see connections and apply learning in one subject to the learning in other subject areas. For example, teams of teachers actively plan to teach simultaneous classes centered around a common interdisciplinary concept like the American Civil War. Language arts classes can investigate that era of our history through explorations of its own literature, through subsequent literature about the time period, and through its popular culture. Art and music classes can research the arts of that time, while social studies classes can examine the economics and politics of the era, as well as its famous people and battles. At the same time, science classes can focus on scientific exploration and discoveries of that period, along with its technological achievements and their impact. Linked to, and examined through all of these areas, the Civil War and its causes will be more fully and richly understood as students with different interests and talents make personal connections through these varied avenues. This concept will be closely reviewed and piloted by two or more teachers. Scheduled instructional time will be changed to meet the instructional needs of the group</p>		

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Part 3: Intervention Model

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

Teacher will have to: 1.) Evaluate and implement alternative methods of teaching as opposed to accepting the notion that skills and concepts on standardized tests can be mastered only through conventional curricula. 2.) Begin curriculum collaboration across disciplines and grade levels to identify common standards, strategies and goals that can lead to a more consistent curriculum for our students. 3.) Discuss ways to engage students in various stages of their education, from planning to classroom implementation and management to assessment. 4.) From these first actions, begin to develop curriculum concepts, integrated themes, and thematic units that students and teachers could explore as replacements for conventional separate-subject-area units. 5.) Discuss and design new techniques of assessing students that reflect their accomplishments, understanding and performance beyond those measured by standardized tests. 6.) Discuss and design new assessment strategies that reflect the goals and accomplishments of the integrated curriculum methods used, and that explore ways to improve and extend these integrative strategies. 7.) Share the results of their work with the local community. The leadership team will recommend a flexible instruction schedule that has an instructionally-focused calendar that provides a framework for designing, monitoring and implementing rigorous curriculum and instruction. The Instructional Focus Calendar: Is teaching schedule that highlights specific benchmarks and skills. It is one that gives the entire teaching team a unified approach to common instruction. JCES will use the instructional focus calendar to teach Reading/L.A. and Mathematics content. In review, the calendar will address learning time sections; restructure instructional time periods and a timeline chart to facilitate the visualization of the program schedules.

Increase Parent/Community Involvement

Research shows that when parents are involved in their children's education, student achievement improves. According to William H. Jeynes, student achievement scores of children with highly involved parents were higher than children with less involved parents. This applies to minority populations including Hispanics. Jeynes 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. With this in mind JCES will adopt strategies to enhance parental engagement in their children's schooling. Also, teachers, principals, and school counselors 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 JCES hosts a number of informational and educational seminars for parents. However, the need to develop a program that extends the quality and quantity of parents in the school is a goal of the school. To this effort, JCES will survey the type of home activities parents are engaging with their children. JCES will gather the data and establish clear goals for involving parents in a consistent parenting skills program. The goals for involving parents will include but are not limited to: 1.) developing parenting skills 2.) identifying and utilizing resources for working in content areas at home; 3.) establishing effective communication; 4.) actively involving parents in instructional decision making; and 5.) partnering school, parents and neighbor agency for developing healthy living and life styles. Parents will be involved in activities such as: 1.) operating a telephone network with other parents, serving as a resource pool, 2.) helping with tutorial and remedial work, 3.) working with small groups or individuals in classes, 4.) explaining school programs and needs to the community, 5.) helping with field trips, 6.) assisting with extracurricular activities, 7.) raising money for school projects, and 8.) helping arrange open house activities and meetings will become a part of the parental involvement program. The key factor for the success of this program will be clear objective, establishing a timeline, define activates and responsibilities. It is the belief of JCES that by engaging parents actively in a planning process and hands-on technical assistance opportunities such as these can be particularly helpful to program implementation.

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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).		
Improved School Climate:		
<p>I. <u>Attendance:</u></p> <p>At the present time JCES ADA rate is at 96.221%. The school will research absentee patterns to identify intervention goals and objectives. The most important principle for student attendance is that good attendance will aid in maximizing instruction. Of bigger concern is truancy, large numbers of students either arrive late to school or are checked out early by parents. Students who miss a day of school or part of the day not only miss instruction, but must make up work and catch up with the new material without the direct instruction students receive in class when the content was explained. The school will analyze the following data: 1.) review student folders for absentee patterns, limit the number of students being sent home for non emergency reasons, schools attended, and districts attended; 2.) review available medical history; 3.) communicate with medical and dental providers in an effort to encourage after school appointments for non-emergency treatment. 4.) Develop a campus communication process to advise parents of attendance expectation (teacher, school, district); 5.) Explain consequences for excessive absences & truancy. Parents, teacher, students will be advised that excessive absences and truancy are problematic in the sense that chronic poor attendance often drag down the performance data for schools. Stakeholders must know that in an era of increasing accountability, excessive absenteeism is exactly the opposite of what schools need.</p> <p>II. <u>Discipline:</u></p> <p>The major concern of communities, teachers, administrators and students in education today is how to improve student discipline? Research indicates that teachers' number one request is centered on activities to improve student discipline. Who controls your classroom? Many teachers think they are the sole control of their classroom environment; whereas, in reality, many individuals assist in developing the parameters for classroom behavior. The schools, the district, the state, the federal government and most important parents have the responsibility for classroom control. To improve discipline at the school, the principal, entire school staff (include custodial staff, cafeteria staff, and parent volunteers) will define behavior expectations and consequences. Issues like dress codes, values code, behavior, character and value expectations, bullying, will drive the extent that student behavior can deviate from at school and at home. To effect home expectations, teachers will communicate with parents a set of behavior recommendations that will assist in parents in dealing with school expectation. The philosophy, "You want the best for your child", will drive discipline communication between all stake holders. Rules will not be contrary to the basic wishes of parents as a whole. But appropriate behavioral expectations at school will be of paramount importance. A collaborative and coordinate effort with community agencies (law enforcement, South Texas College, University of Texas Edinburg, Boys and Girls Clubs, Boys and Girls Scouts of America, Lions Club Quest Program...), district funding (Safe and Drug-Free Schools and Communities, Guidance and Counseling funds, Prevention and Intervention Programs for Neglected, Delinquent, and At-Risk Youth...) and mentoring programs like communities in schools, libraries, and neighborhood churches will be involve in the expected behaviors to ensure good discipline.</p> <p>I. <u>Increased Involvement in Extra/Co-Curricular Activities:</u></p> <p>Research finds that students who are engaged and connected to their schools do better academically (Johnson, Crosnoe, Elder, Jr, 2001). An "I Believe" philosophy is most vital for students to be connected to their school and have a sense of belonging. This will increase the likelihood that students will want to be a school that is why #1 above is very important! We have to get them plugged in where they best fit, whether it is a sport, a club, or a performing arts class. This will give them a huge sense of engagement, responsibility, and school pride. There is no doubt that academics are the priority in a student's life but it would be very wrong to say that co-curricular activities are a kind of hindrance to academic excellence. Students don't go to school only to study but they also go to show their potentiality in other fields like UIL, Destination Imagination, Sports, and Musical Programs, Technology Applications. Also, co-curricular activities develop appropriate leadership skills and social interaction.</p>		

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	Campus Instructional Leadership Team (CILT)		
2	Site Based Decision Making Committee (SBDM)		
3	Business Leaders		
4	Civic Leaders / Community Leaders		
5	Parent Advisory Committee: Title 1, Part A, Part C		
6	Language Placement Advisory Committee (LPAC)		
7	Special Education Parent Advisory Committee		
8	Parent Teacher Organization		
9			
10			

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

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Driven Instruction (DDI)	Develop a DDI system of teaching and management practices to improve student achievement in Reading/Lang Arts	To meet AYP, State Standards by increasing teachers' knowledge of Reading/L.A	<u>Teacher Quality and Student Achievement;</u> <u>A Review of State Policy Evidence</u> by Linda Darling-Hammond Stanford University	Every six weeks beginning in Aug 2010	On going beyond 2013
Data Driven Instruction	Develop a DDI system of teaching and management practices to improve student achievement in Mathematics	To meet AYP, State Standards by increasing teachers' knowledge in Mathematics as related to teacher effectiveness.	<u>Using Student Achievement data to Support Instructional Decision Making,</u> IES Practice Guide, What Works Clearinghouse www.ies.ed.gov	Every six weeks beginning in Aug 2010	On going beyond 2013
Data Driven Instruction	Develop a DDI system of teaching and management practices to improve student achievement in Special Ed & ELL populations	To meet AYP, State Standards by increasing teachers of working with Special Ed & ELL populations	Using Student Data to Drive instruction, COI, SIG Handbook, pp. 113-115, www.centrii.org/survey	Every six weeks beginning in Aug 2010	On going beyond 2013
Data Driven Instruction	Discontinue failing Strategies	Prepare to proactively deal with problems and drop strategies that do not work	<u>Documenting and Reporting Progress to Inform Practice,</u> CII, SIG handbook, pp. 83-84m www.centerii.org/survey	Every six weeks beginning in Aug 2010	On going beyond 2013
Curriculum Alignment	Improve Student Achievement in Reading/ELA	To close the existing gaps between written curriculum and direct instruction to improve student success rate in Reading/L.A.	Curriculum alignment revisited. Journal of Curriculum and Supervision, 15(1)26-34	Every six weeks beginning in Aug 2010	On going beyond 2013
Curriculum Alignment	Improve Student Achievement in Mathematics	To close the existing gaps between written curriculum and direct instruction to improve student success rate in Mathematics	New tools for analyzing teaching, curriculum, and standards in mathematics and science: results from survey of enacted curriculum final report. www.eric.ed.gov	Every six weeks beginning in Aug 2010	On going beyond 2013
Curriculum Alignment	Improve Student Achievement in Reading/ELA for Special Ed & ELL populations	To close the existing gaps between written curriculum and direct instruction to improve Special Ed & ELL populations success rate in Mathematics	Effective literacy and English language instruction for English learners in the elementary grades: A Practice guide www.ies.ed.gov/ncee	Every six weeks beginning in Aug 2010	On going beyond 2013
Curriculum Alignment	Improve Student Achievement in Mathematics Special Ed and ELL populations	To close the existing gaps between written curriculum and direct instruction to improve student success rate	The Benefits of Curriculum Alignment; Educational data analysis to map curriculum with instruction By <u>District Administration</u>	Every six weeks beginning in Aug 2010	On going beyond 2013

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Curriculum Alignment	Rigorous staff development for full implementation of C-Scope curriculum in Reading, math, science, social studies	To ensure a quality implementation of GSCOPE curriculum. Its based on best practice models that are aligned with the TEKS/TAKS standards of rigor	Martone & Sireci (2009) Evaluating alignment between curriculum, assessment and instruction. Review of educational Research, 79(3), 1-76	Every Six weeks beginning Aug 2010	On going until staff training is complete
Curriculum Alignment	Ensure teachers have resources for full implementation of C-Scope lessons for reading, math, science and Social studies	To ensure teachers have all hands-on materials and supplemental products that align with the GSCOPE curriculum	The Manipulative materials Strategy: the latest Pied Pier? Friedman (1978) Journal for Research in Mathematics Education	Beginning Aug 2010	Dec 2010
Curriculum Alignment	Identify & acquire Bilingual Reading Software for K-2 nd grade	To provide venue in which students can excel and be motivated to learn.	Effects of Technology on Classrooms and Students www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html	Aug 2010	May 2011
Curriculum Alignment	Rigorous Staff development in Second Language Acquisition Models PK-5	To develop teacher knowledge of implementation strategies for ELs to achieve academic success	Designing powerful professional development for teachers and principals. Marzano (2003) ,ACSD	Aug 2010	On going until staff training is complete
Curriculum Alignment	Rigorous staff development in Enseñando la Lectura PK-5th	Improve Spanish Literacy instruction and address the transition process from the transfer of literacy skills from Spanish to English	Reading in the Bilingual Classroom: Literacy and Biliteracy. Goodman, K (1979) National Clearinghouse for Bilingual Education	Every six weeks beginning Aug 2010	End of the year beyond 2013
On-going Monitoring of Instruction	Improve Student Achievement in Mathematics	Progress monitoring increases effective targeted instructional practices and increase the of student success rate.	A synthesis of empirical research on teaching mathematics to low-achieving students. www.centeroninstruction.org	Every Six weeks begin in Aug 2010	End of school year beyond 2013
On-going Monitoring of Instruction	Improve Student Achievement in Reading/ELA	Progress monitoring increases effective targeted instructional practices and increase the of student success rate.	<u>Assessment for Effective Intervention...</u> Determining Annual Yearly Progress From Kindergarten through Grade 6 with Curriculum-Based Measurement. Fuchs, L.S., Fuchs, D	Every Six weeks begin in Aug 2010	End of school year beyond 2013

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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
On-going Monitoring of Instruction	Improve Student Achievement in Math of Special Ed. & ELL Population	Progress monitoring increases effective targeted instructional practices and increase the of student success rate.	Mathematics instruction for students with learning disabilities or difficulty learning mathematics: A guide for teachers. www.centeroninstruction.org	Every Six weeks begin in Aug 2010	End of school year beyond 2013
On-going Monitoring of Instruction	Develop a consistent systemic reliable process for communicating and coordinating progress data information among all stakeholders ELL populations	To develop a systemic process of disseminating information to all stakeholders.	The Value of Quality On-Site Reviews: Seeing is Believing, www.qualitycharters.org	Mid year Jan 2011	End of Year May 2011 Ongoing beyond 2013
On-going monitoring of Instruction	Develop a consistent systemic reliable process for communicating and coordinating progress data information among all stakeholders in Reading/L.A.	To develop a systemic process of disseminating information to all stakeholders.	Classroom Environment Ideas An Organizational Checklist for Teachers by Kristy Acevedo: Dorothy Leonard Main - Moving Beyond the Classroom With Executive Education	Mid Year Jan 2011	End of Year May 2011 Ongoing beyond 2013
On-going monitoring of Instruction	Provide teacher training on evaluation process	To make evaluation process transparent and help teacher improve their practice	Improving Staff Evaluations Systems (NCCTQ), SIG Handbook, pg 91, www.centerii.org/survey	Aug 2010	On going until staff training is complete
On-going Monitoring of Instruction	Develop a consistent systemic reliable process for communicating and coordinating progress data information among all stakeholders on Special Ed pop.	To develop a systemic process of disseminating information to all stakeholders.	Monitoring Fidelity of Implementation, CII, SIG Handbook, www.centerii.org/survey	Mid Year Jan 2011 Jan 2012 Jan 2013	End Of Year May 2011 May 2012 May 2013

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Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
On-going Monitoring of Instruction	Use differentiated instruction as part of reading lessons	To ensure that all student receive meaningful access to the core grade level curricula content	Integrating differentiating instruction and understanding by design. Tomlinson & McTighe (2006) ASCD	Weekly Beginning Aug 2010	On going beyond 2013
On-going Monitoring of Instruction	Implement Response to Intervention models in mathematics across grade levels	To accelerate achievement in foundational skills and proficiencies	A synthesis of empirical research on teaching mathematics to low achieving students www.centeroninstruction.org	Weekly Beginning Aug 2010	On going beyond 2013
On-going Monitoring of Instruction	Use differentiated instruction as part of mathematics lessons	To accelerate achievement in foundational skills and proficiencies	A teacher's guide to differentiating instruction. www.centerforcsri.org	Weekly Beginning Aug 2010	On going beyond 2013
On-going monitoring of Instruction	5 classroom walk-throughs by school administrators	Provide timely, clear constructive feedback to teachers for improves student achievement	SIG Handbook, Improving staff Evaluation System (NCCTQ), page 91, www.Centerii.org/survey	Weekly Beginning Aug 2010	On going beyond 2013
On-going Monitoring of Instruction	Implement Response to Intervention models in reading across grade levels	To ensure that all student receive meaningful access to the core grade level curricula content	Intensive reading interventions for struggling readers in early elementary school: A Principals' guide www.centeroninstruction.org	Weekly Beginning Aug 2010	On going beyond 2013
On-going Monitoring of Instruction	Implement staff incentive reward system	to reward staff that demonstrate the highest gains in student achievement	Improving teaching through pay for contribution. www.publicimpact.com	Yearly Aug 2010	May 2011 Ongoing until 2013
On-going Monitoring of Instruction	Improve Student Achievement in Reading of Special Ed & ELL populations	Progress monitoring increases effective targeted instructional practices and increase the of student success rate.	Intensive reading interventions for struggling readers in early elementary school: A principal's guide www.centeroninstruction.org	Every Six weeks begin in Aug 2010	End of school year beyond 2013

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Disaggregation-Training	Improve Teacher's – Leadership's Ability to Disaggregate and Interpret Achievement Data in Reading/L.A.	Train to use effective data disaggregation system to develop a focus and purpose for improving instructional goals and focus in Reading/L.A.	<u>Assessment for Effective Intervention</u> . Determining Annual Yearly Progress From K through Grade 6 with Curriculum-Based Measurement. Fuchs, L.S., Fuchs, D	Every six weeks starting Aug 2010	On going beyond 2013
Data Disaggregation/ Training	Improve Teacher's – Leadership's Ability to Disaggregate and Interpret Achievement Data in Mathematics	Train to use effective data disaggregation system to develop a focus and purpose for improving instructional goals and focus in Mathematics	<u>What works in schools: translating research into action</u> . Association for Supervision and Curriculum Development ,Marzano (2003)	Every six weeks starting Aug 2010	On going beyond 2013
Data Disaggregation/ Training	Improve Teacher's – Leadership's Ability to Disaggregate and Interpret Achievement Data in Reading/L.A for Special Ed and ELL population	Train to use effective data disaggregation system to develop a focus and purpose for improving instructional goals and focus in Reading for Special Ed. & ELL populations	<u>Preparing teachers for English language learners.</u> www.tqsource.org	Every six weeks starting Aug 2010	On going beyond 2013
Data Disaggregation/ Training	Improve Teacher's – Leadership's Ability to Disaggregate and Interpret Achievement Data in Mathematics for Special Ed and ELL population	Train to use effective data disaggregation system to develop a focus and purpose for improving instructional goals and focus in Mathematics for Special Ed. & ELL populations	<u>Preparing teachers for English language learners.</u> www.tqsource.org	Every six weeks starting Aug 2010	On going beyond 2013
Data Driven Decisions (DDD)	DDD training for the instructional team to develop a system for collecting and analyzing data to guide decisions for the improvement of students and school success in Reading/L.A.	A standard-based accountability system improves targeted instructional practices for the increasing student success rate and delivery of instruction in Reading/L.A.	Making Sense of Data-Driven Decision Making in Education, <i>Evidence from Recent RAND Research</i> Julie A. Marsh, John F. Pane, and Laura S. Hamilton	Every six weeks starting Aug 2010	On going beyond 2013
Data Driven Decisions (DDD)	DDD training for the instructional team to develop a system for collecting and analyzing data to guide decisions for the improvement of students and school success in Mathematics.	A standard-based accountability system improves targeted instructional practices for the increasing student success rate and delivery of instruction in Mathematics	Guide to Using data in School Improvement efforts www.learningpt.org	Every six weeks starting Aug 2010	On going beyond 2013

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Data Driven Decisions (DDD)	DDD training for the instructional team (to develop a system for collecting and analyzing data to guide decisions for the improvement of Special Ed and ELL populations and school success in Mathematics)	A standard-based accountability system improves targeted instructional practices for the increasing student success rate and delivery of instruction in Mathematics	But what do we do with data? www.principal.org	Every six weeks starting Aug 2010	On going beyond 2013
Data Driven Decisions (DDD)	DDD training for the instructional team (to develop a system for collecting and analyzing data to guide decisions for the improvement of Special Ed and ELL populations and school success in Reading/L.A.)	A standard-based accountability system improves targeted instructional practices for the increasing student success rate and delivery of instruction in Reading/L.A.	But what do we do with data? www.principal.org	Every six weeks starting Aug 2010	On going beyond 2013

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Critical Success Factor 3: Increase Leadership Effectiveness					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Operational Facility	Determine Program Facility Needs within the school: plan for maximum use of facility in the delivery of Reading/L.A. instruction.	Maximize the effective use of the campus to extend 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	Planning at the beginning of school year	Completion by mid-year of funding cycle
Operational Facility	Determine Program Facility Needs within the school: plan for maximum use of facility in the delivery of Mathematics instruction.	To maximize the effective use of the campus to extend instructional activities within and beyond the classroom.	Sustaining school improvement: Resource allocation. www.mcrel.org	Planning at the beginning of school year	Completion by mid-year of funding cycle
Operational Facility	Acquire/Replace dated classroom instructional technology with new technology	To acquire skills with computer software, basic understanding with computer tools, and use new tools to support learning	Effects of Technology on Classrooms and Students www2.ed.gov/pubs/EdReformStudies/EdTech/effectsstudents.html	Aug 2010	May 2011
Operational Facility	Conduct a study to evaluate classroom needs for implementation of cooperative learning strategies.	To facilitate implementation of cooperative learning to improve student achievement and improvement of interpersonal relationships	Cooperative Learning Structures Can Increase Student Achievement www.kaganonline.com/free_articles	Planning at the beginning of school year	Completion by mid-year of funding cycle
Resource/Data Utilization	Conduct a study to evaluate the data collection process and its utilization in the delivery of Reading/L.A. instruction.	To assess student's academic performance for appropriate instructional levels placement in Reading/L.A.	National Center on Student Progress Monitoring http://www.studentprogress.org/library/Webinars.asp#ABC	Aug 2010	This on-going process that ends with summative assessment of student progress.
Resource/Data Utilization	Conduct a study to evaluate the data collection process and its utilization in the delivery of Mathematics instruction.	To assess student's academic performance for appropriate instructional levels placement in Mathematics	National Center on Student Progress Monitoring www.studentprogress.org/library/Webinars.asp#PMMath	Aug 2010	This on-going process that ends with summative assessment of student progress.
On-going Job Embedded Professional Development	Administrative team will participate in training on Classroom Coaching for Student Success	Utilizing coaching toward reflective, effective, and inclusive practice to enhance teaching and learning	Building Leadership capacity in schools, Lambert (1998) ASCD	Aug 2010	On going until staff training is complete
On-going Job Embedded Professional Development	Administrators will participate in Math for Administrators trainings	Learn how to recognize high yield strategies in math classrooms.	Principals who learn: Asking the right questions, seeking the best solutions. (Kohn & Nance, 2007) ASCD	Aug 2010	On going until staff training is complete

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On-going Job Embedded Professional Development	Improve the communication process (internally and externally) to effectively communicate with all stakeholders in Mathematics.	To improve school communication with reforms that will shift thinking of teachers and administrators with new roles and ways of teaching.	School Messenger: Effective relationships between students, school staff, and parents are essential to student success. <i>Finding the Time for Professional Development</i> North Central Regional Educational Laboratory; Learning Point Associates	Every Six Weeks beginning Aug 2010	On going beyond the end of the project
On-going Job Embedded Professional Development	Improve the communication process (internally and externally) to effectively communicate with all stakeholders in Reading/L.A.	To improve school communication with reforms that will shift thinking of teachers and administrators with new roles and ways of teaching.	<u>Making a plan to Include stakeholders</u> from What Works When, pp. 61-65	Beginning of School Aug 2010	On going beyond the end of the project
On-going Job Embedded Professional Development	Principal & asst. principal participate in training on conducting teacher evaluations (PDAS)	To ensure teacher evaluations are conducted with fidelity to standardized procedures	<u>Improving Staff Evaluations Systems</u> (NCCTQ), SIG Handbook, pg 91, www.centerii.org/survey	Yearly Aug 2010	Ongoing through 2013
On-going Job Embedded Professional Development	Create formal and informal opportunities for staff to engage in (but not limited) to discussion with others, peer coaching, 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	<u>Job-embedded Professional Development</u> by H Galloway www.txstate.edu/edphd/PDF/jobpd.pdf	Weekly Beginning Aug 2010	On going beyond 2013
On-going Job Embedded Professional Development	Conduct classroom walkthroughs with opportunities for teachers to reflect on their practice	To assist instructional leaders learn new skills to conduct meaningful walkthroughs	The 3 minute walkthrough By Carolyn Downey	Weekly Beginning Aug 2010	On going beyond 2013
On-going Job Embedded Professional Development	Administrative team will participate in training on conducting <i>Crucial Conversations</i> with teachers	Improve reflective practices for instructional leaders to engage in crucial conversations with teachers to maximize student learning	<u>School leadership that works: from Research to Results</u> ASCD	Beginning Aug 2010	On going until staff training is complete
On-going Job Embedded Professional Development	Administrators will participate in <i>Great Leaders, Great Teams, Great Results</i> training	To assist in developing the Wildly Important Goals for the campus	Leadership: Great Leaders, Great Teams, Great Results by Stephen R. Covey	Beginning Aug 2010	On going until staff training is complete
On-going Job Embedded Professional Development	Administrators will participate in Reading training for Administrators	To assist school leaders in identify & recognize high yield strategies in reading	Principals who learn: Asking the right questions, seeking the best solutions. (Kohn & Nance, 2007) ASCD	Beginning Aug 2010	On going until staff training is complete

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Part 3: Intervention Model					
Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Flexible Scheduling	Implement flexible scheduling for the creative use of time in the school day to match instructional time and format to the learning needs of students in Mathematics	To address Flexible scheduling patterns learning environments respond to student needs and school organization.	Flexible Scheduling NMSA: Education World: Administrators' Desk: Block Scheduling: A Solution or a Problem?	Beginning of the school year	On going until staff training is complete
Flexible Scheduling	Implement flexible scheduling for the creative use of time in the school day to match instructional time and format to the learning needs of students in Reading/L.A.	To address Flexible scheduling patterns learning environments respond to student needs and school organization.	Time for a change: the promise of extended-time school for promoting student achievement, education Sector, www.educationsector.org	Beginning of the school year	On going until staff training is complete
Flexible Scheduling	Targeted instructional intervention program during school day in Reading/L.A. and Math	Address students needs in areas of Reading/L.A. and Math	Implementing Response to intervention in grades K-3; From Research to Practice. www.ies.ed.gov	Daily 45 minutes Beginning Aug 2010	Ongoing beyond 2013
Instructionally-focused Calendar	School staff disaggregate student test data, develop instructional calendar, develop instructional focus activities, develop assessments to see student progress in Reading/L.A.	A well developed instructionally-focused calendar provides a framework for designing, monitoring and implementing rigorous curriculum and instruction in Reading/L.A.	Instructional Focus Calendar www.stlucie.k12.fl.us/.../Instructional-Focus-Instructional-Strategies.DF	Beginning of the school year Aug 2010	On going until staff training is complete
Instructionally-focused Calendar	School staff disaggregates student test data, develop instructional calendar, develop instructional focus activities, and develop assessments to see student progress in Mathematics.	A well developed instructionally-focused calendar provides a framework for designing, monitoring and implementing rigorous curriculum and instruction in Mathematics	Instructional Focus Calendar www.stlucie.k12.fl.us/.../Instructional-Focus-Instructional-Strategies.DF www.fultonschools.org/technology/dataanalysis/.../eightstepprocess.pdf	Beginning of the school year Aug 2010	On going until staff training is complete
Instructionally-focused Calendar	Afterschool extended learning program to include k-5 grade students	Address student individual needs in the area of Reading/Math	Making the Case: A 2009 Fact Sheet on Children and Youth in Out of School Time, National Institute on Out of School Time, www.noist.org	Weekly, Beginning in October 2010	End of school year May 2011 and on going until May 2014

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Staff Collaborative Planning	Develop collaborative teams to engage teachers and staff in transforming the theory of "collaborative planning" into successful instruction in the classroom in Reading/L.A.	To develop skills in of the value of collaborative planning for an effective collaborative teaming process.	Collaborative Planning and Collaborative Teaching <u>Creating an Inclusive School and Restructuring for Caring and Effective Education</u> by Richard Villa	Beginning of the year Aug 2010	On going beyond 2013
Staff Collaborative Planning	Develop collaborative teams to engage teachers and staff transforming the theory of "collaborative planning" into successful instruction in the classroom in Mathematics	To develop skills in of the value of collaborative planning for an effective collaborative teaming process	Collaborative Planning and Collaborative Teaching <u>Creating an Inclusive School and Restructuring for Caring and Effective Education</u> by Richard Villa	Beginning of the year Aug 2010	On going beyond 2013
Staff Collaborative Planning	Provide teachers with targeted professional development for extended learning	Ensure teachers use extra time effectively when extending learning time	Time for a change: the promise of extended-time schools from promoting student achievement www.educationsector.org/usr/doc/OntheClock.pdf	Beginning of the year Aug 2010	On going beyond 2013
Staff Collaborative Planning	Research best practices associated with efforts to increase learning time	Ensure teachers are selecting effective strategies when extending learning time	<u>Restructuring and Extending the School Day</u> , NHSC, SIG handbook, pp. 153-154, www.centerii.org/survey	Beginning of the year Aug 2010	On going beyond 2013
Staff Collaborative Planning	Create enthusiasm for extended learning programs and strategies through on going communication with all stakeholders	Ensure support from all stakeholders for extended learning programs and strategies	<u>Providing community supports and resources</u> , CII, SIG Handbook, PP.179-180, www.centerii.org/survey	Mid year Jan 2011 Jan 2012 Jan 2013	End of Year May 2011 May 2012 May 2013

Add additional pages as needed.

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Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Increased Opportunities for Input	Initiate a comprehensive program that facilitates parent and community input through participation in decision making committees, surveys and on line formats.	A robust, highly interactive network of parents, community members, peers, and educators stimulate a child's learning and development	Blueprint , on line, Chapter 11:Family and Community	Sept 2010	On going beyond 2013
Effective Communication	Teacher training on conducting effective parent-teacher conferences	Research has shown that parental involvement is the most important factor in a student's success in school.	Meeting <i>With</i> the Parents -- Making the Most of Parent-Teacher Conferences www.educationworld.com	Beginning Aug 2010	Ongoing until staff training is complete
Effective Communication	Establish clear and consistent forms of communication with parents and the community to increase knowledge of school issues.	Effective two-way communication with families about school programs and children's progress will result in better outcomes for students.	Supporting Parent, Family, and Community Involvement in Your School Deborah Davis June 2000 Northwest Regional Educational Laboratory	Sept 2010	On going beyond 2013
Effective Communication	Demonstrate sound homework practices	Effective two-way communication with families about school programs and children's progress will result in better outcomes for students.	Handbook on Restructuring and Substantial School Improvement www.centrii.org/survey	Every week Beginning Aug 2013	On going beyond 2013
Accessible Community Services	Develop partnership with community services providers to assist/enhance student/parent availability to resources.	Having a comprehensive approach to partnerships between schools, families, and communities allows schools to build on their strengths	<i>The Measure of School, Family, and Community Partnerships</i> (Epstein, Salinas, Sanders, Davis, & Douglas, 1999)	Sept 2010	On going beyond 2013
Accessible Community Services	Operate a parent center for access by parents for trainings, meetings and as resource center	To enhance parent-child interactions, parent and child attachment to school, and social support among parents, and consequently to promote children's school readiness and social adjustment.	Reynolds, A. J. (2001) <i>Success in Early Intervention: The Chicago Child-Parent Centers</i> . Lincoln, Nebraska: University of Nebraska Press. Parental Involvement: Title I, Part A. Non-Regulatory Guidance	Sept 2010	On going beyond 2013

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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	Implement a School Community Council to meet monthly to discuss school issues and concerns comprised of parents/community members	A robust, highly interactive network of parents, community members, peers, and educators stimulate a child's learning and development	Blueprint , on line, Chapter 11:Family and Community	Monthly beginning Sept 2010	On going beyond 2013
Increase Opportunities for Input	Develop Parent/Student Guide with feedback and input from School Community Council	Effective two-way communication with families about school programs and children's progress will result in better outcomes for students.	Supporting Parent, Family, and Community Involvement in Your School Deborah Davis June 2000 Northwest Regional Educational Laboratory	Aug 2010	On going beyond 2013
Accessible Community Services	Make computers accessible for parents to access student grades online service TEMS at Parent school center	Effective two-way communication children's progress will result in better outcomes for students.	Supporting Parent, Family, and Community Involvement in Your School Deborah Davis June 2000 Northwest Regional Educational Laboratory	Sept 2010	On going beyond 2013
Increase Attendance	Implement a program to focus on incentives and supports, such as <i>Count Me In!</i> , to be more successful in engaging students and their families in school.	Students will learn more if they attend school regularly, And raise the level of student academic performance for the campus	Triumph Over Truancy: Tips for Improving Student Attendance Article by Cara Bafile Education World® Copyright © 2009 Education World	Sept 2010	On going beyond 2013
Decreased Discipline Referrals	Anti-bullying education to include input from Student Council, school counselors, teacher and parents	To maintain a safe and productive school climate without removing students from the classroom to increase student academic performance	STOP BULLYING CAMPGAIN www.stopbullyingnow.com	Sept 2010	On going beyond 2013
Decreased Discipline Referrals	Positive Behavioral Interventions and Supports (PBIS) is a research-based method for improving student behavior and creating a safe and productive school climate.	To maintain a safe and productive school climate without removing students from the classroom to increase student academic performance	EFFECTIVE DISCIPLINE FOR STUDENT SUCCESS Reducing Student and Teacher Dropout Rates in Mississippi www.spicenter.org	Sept 2010	On going until staff training is complete
Increased Involvement in Extra/Co-Curricular Activities	Engage students in extra/co-curricular activities to enrich their educational, social development and individual potentiality/talents	Students who are engaged and connected to their schools do better academically. It is <i>vital</i> for students to be connected to their school and have a sense of belonging.	Johnson, Crosnoe, Elder, Jr, 2001).	Sept 2010	Until end of school year

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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
Locally Developed Appraisal Instruments	Develop a strong and rigorous appraisal instrument to support PDAS requirements	Developed a instrument and processes that best meets the needs and desired result of the campus	www.ncpublicschools.org Public School Employee Evaluation	Aug 2010	Ongoing Beyond 2013
Recruitment/Retention Strategies	Implement a Strategic View of Recruitment - strategies for successful teacher recruitment and retention	Strategic recruiting allows you to align your recruiting efforts with your school improvement plans and increase teacher job satisfaction for retention purposes.	A Strategic View of Recruitment-strategies for successful teacher recruitment and retention - Brief Article. <i>School Administrator, Jan, 2001</i> by <i>Benjamin O. Canada</i>	Recruitment / Retention Strategies	Ongoing beyond 2013
Recruitment/Retention Strategies	Employ ESL strategist to work bilingual students and provide modeling of ESL lessons/strategies for teachers	Strategic recruiting allows alignment of recruiting efforts with school improvement plans and increase teacher job satisfaction	A Strategic View of Recruitment-strategies for successful teacher recruitment and retention - Brief Article. <i>School Administrator, Jan, 2001</i> by <i>Benjamin O. Canada</i>	Aug 2010	May 2013
Recruitment/Retention Strategies	Employ Special Ed strategist to help teacher implement strategies for improve Special Ed student strategies	Strategic recruiting allows alignment of recruiting efforts with school improvement plans and increase teacher job satisfaction	Innovations in Staffing: Toward the structural Transforming of schools. www.learningpt.org	Aug 2010	May 2013
On-going Job Embedded Professional Development	Continued staff development of Kagan cooperative learning via trainings and coaching	To facilitate implementation of cooperative learning to improve student achievement and improvement of interpersonal relationships	Cooperative Learning Structures Can Increase Student Achievement www.kaganonline.com/free_articles	Beginning Aug 2010	Ongoing on until staff training is complete
On-going Job Embedded Professional Development	Rigorous staff development on effective reading instruction	Enhance teachers' knowledge and skills so they can effectively teach young students to read.	texasreading.org/tra/ Teacher Reading Academies	Beginning Aug 2010	Ongoing on until staff training is complete
On-going Job Embedded Professional Development	Teacher staff development on Higher Order Thinking Skills	Improve learning environment in which students are given the time and responsibility to think problems through and articulate their ideas.	HOTS: Helping Low Achievers in Grades 4-8. By Stanley Pogrow. <i>Principal</i> . November 1996	Beginning Aug 2010	Ongoing on until staff training is complete

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Critical Success Factor 7: Increase Teacher Quality					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
On-going Job Embedded Professional Development	Employ effective classroom management strategies	Reducing behavior problems will increase learning time	How to organize your teaching, doing with works, us Dept. of Education www.ed.gov	Beginning Aug 2010	Ongoing on until staff training is complete
On-going Job Embedded Professional Development	Employ effect questioning techniques	Implementation will improve rigor in classroom instruction throughout the content areas	Closing the achievement gap: A vision for changing belief and practice	Beginning Aug 2010	Ongoing on until staff training is complete
Add additional pages as needed.					

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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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Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement.		
<p>The monitoring and continuous improvement of a school takes several years to implement and demonstrate improvement in the targeted areas of reading, language arts 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, J. Castro Elementary will develop a framework to target high expectations for students, teachers, and campus based instructional teams. At Castro Elementary 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>The framework will have four components</p> <ol style="list-style-type: none"> 1. Curriculum alignment: What are we going to teach? 2. Curriculum mapping: When are we going to teach it? 3. Curriculum benchmarking: Did students learn it? 4. Differentiation Instruction: What teaching methods would be best for each student? <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 developed 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 objective defined in the curriculum mapping framework. Student data will be charted by student, by class and by 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>Using DMAC Solutions (Region VII Service Center Product), J. Castro Elementary will develop and manage the C-Scope curriculum and assessment of student outcomes. This system updates benchmark data results immediately after data input. This on-going data retrieval system make test information readily available to teacher, principal and central office staff for targeting decision making priorities.</p> <p>All data results will also be disaggregated by objectives for all sub groups like ELLs, migrant, 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"> 1. TAKS Scores, 2. LPAC and ELL mandated testing, 3. Special education test data, 4. At-risk student passing and retention data 		

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Schedule #4C—Performance Assessment and Evaluation

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program.

Process:

A review of 2010 J.Castro Elementary " data including AYP and Reading-Language Arts (Rdg/LA) and mathematics (Math) will indicate the following teaching and learning needs: Percent (%) of students not proficient or higher in Rdg/LA- Math; Analyze AYP data of socioeconomically disadvantaged students, English Learners, migrant students, at-risk students and students with disabilities indicated the following needs in the areas of Rdg/LA- Math. A longitudinal analysis of data from 2007 to 2010 will be conducted. Data from the following sources will be disaggregate, interpret, and effectively use data for targeting instructional needs.

Data analysis will include but not limited to: TAKS, Istation , TELPAS, LAS, LPAC reviews, District benchmarks, grades to be used to identify student performance needs. Identified discrepancies will drive instructional needs. For example: Curriculum mapping , developing a timeline, use of CSCOPE curriculum to define vertical and horizontal needs Throughout the formative process data results from I Station and Tejas LEE (K-3rd) and Circle (P-K) will be analyze for Pre- Kinder-3rd reading results. The I Station and Tejas LEE will monitor student data at the beginning of the school year (BOY), the middle of the school year (MOY), and at the end of the school year (EOY). This data in conjunction with Stanford Achievement Test will focus on early childhood academic needs. ELLs' 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 ELL.

Effectiveness:

A sample chart identifying the goal will serve to determine the on-going status of the intervention plan and its results For example:

Team Building, Parental Involvement, School Discipline and Climate, Continuous Monitoring and Communication, Planning Process and Student Achievement

List areas to be address like:	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 DMac Solutions, PEIMS, TAKS, TANGO, and available district/campus spreadsheets.

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results

It is critical that in the development of the TTIPS grant that the SBDM embrace existing quantitative data sources which would allow for objective and consistent data. Therefore, the SBDM will refer to AYP Report system information which incorporates State Assessments Instruments TAKS, and TAKS Alternative, TAKS Modified, TAKS Accommodated. By utilizing these assessment instruments the campus could ensure the objectivity of each instrument, the integrity of the test items, the assurance that all student would be treated and tested with equity and that all test would be administered within the same time period. Furthermore, the documentation for the testing as well as the component addressing collaboration will be the responsibility of the principal supported by the administrative team. The team will be responsible for developing the necessary documentation forms to account for the collaboration among staff. The items will include such items as sign in sheets, timesheets documenting hours earned in a specific activity, hours earned during staff development activities, hours committed to school support extended learning, etc. This qualitative and quantitative data will be summarized and shared with staff both in December and again in April prior to the final recommendation of the incentive approvals. Both the leadership team and the staff will work in conjunction to ensure all information is in place and accurate

Formative evaluation data will be gathered on a continuous basis by using benchmark testing, six week reports, parent meetings and grade level team, walkthrough, observations/discussions. Also considered will be administrative review of data reflecting student gains/losses, areas of concerns impacting campus goals, grade level gains, staff involvement, etc. This information will assist in the adjustment of program efforts if needed, update staff on their program efforts toward their goals as stated in the campus incentive plan, and allow for continuous monitoring of quality measures.

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Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>JCES will continue to utilize the established SBDM/leadership team composed of staff members, parents and community members to develop the campus performance goals. Once the performance goals have been developed for each area from the CNA. Committee will ensure that each milestone is addressed by individual committees. Each SBDM member will be responsible for monitoring continuous improvement performance goals for their assigned area (School Culture & Climate, Student achievement, etc.). Performance goals will be included in campus improvement plan.</p> <p>To ensure parents, community members and students, two open meetings, a mid-year and end of year status report on performance goals will be held annually. SBDM members will be responsible for presenting data in a format that is understandable to parents in a language that is understood by participants. These meetings will be announced in Monthly Parent Calendars, school website, district website, District television Channel 17, notices and at Open House meetings.</p> <p>Teachers and staff members will continue to serve on previously assigned committees. They will meet every six weeks to assess a status report on progress on meeting identified performance goals. The data to be used for status reports will be pre determined by each committee. This will help to have consistency of data analysis across the years of the grant. J. Castro will be able to make adequate comparisons across years. Each committee will review and assess their school data, and request additional reports as needed they are collected throughout the year. Data will be disaggregated based on applicable groups and grade levels and content areas. Data analysis will be conducted on required state assessments, AYP results, AEIS report, LPAC documentation review, teacher, student and parent surveys, and discipline and attendance student data. SBDM/teacher leader will be responsible for preparing a status report on the performance goal for their committees. All data will be collected and compiled by project/grant manager for the end of year status report.</p>		

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Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Milestones are the key strategies that establish the foundation on which the CSFs are built. The applicant must develop activities that ensure each of the milestones is met. The milestones for each CSF include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Improve Academic Performance <ul style="list-style-type: none"> o Data-driven instruction o Curriculum Alignment (both horizontal and vertical) o On-going Monitoring of Instruction • Increase Teacher Quality <ul style="list-style-type: none"> o Locally Developed Appraisal Instruments o On-going Job Embedded Professional Development o Recruitment/Retention Strategies • Improve School Climate o Increased Attendance <ul style="list-style-type: none"> o Decreased Discipline Referrals o Increased Involvement in Extra/Co-Curricular Activities • Increase Leadership Effectiveness o On-going Job Embedded Professional Development <ul style="list-style-type: none"> o Operational Flexibility o Resource/Data Utilization <p>2 Critical Success Factors/Milestones</p> <ul style="list-style-type: none"> • Increase the Use of Quality Data to Drive Instruction o Data Disaggregation /Training <ul style="list-style-type: none"> o Data-driven Decisions o On-going Communication • Increase Parent/Community Involvement o Increased Opportunities for Input <ul style="list-style-type: none"> o Effective Communication o Accessible Community Services • Increase Learning Time o Flexible Scheduling <ul style="list-style-type: none"> o Instructionally-focused Calendar o Staff Collaborative Planning 		

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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/ELA	AYP Report	81%	87%	93%	100%
2	Improve Student Achievement in Mathematics	AYP Report	80%	86%	93%	100%
3	Improve Student Achievement in Reading/ELA/ Math-Special Ed. Pop.	AYP Report	38%	58%	79%	100%
4	Improve Student Achievement in Reading/Math –LEP Pop.	AYP Report	34%	56%	78%	100%
5						
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
3	Use of district Benchmarks to drive instruction in Reading/ELA	District Benchmark Campus Report	58.6%	68%	80%	90%
4	Use of district benchmarks to drive instruction in Math	District Benchmark Campus Report	30.5%	60%	80%	90%
5	Increase the use of district six weeks exams to drive instruction in the four core areas	Campus Six Weeks Report –by teacher	DNA	80%	85%	95%
6						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	AYP Report	81%	87%	93%	100%
2	Improve Student Achievement in Mathematics	AYP Report	80%	86%	93%	100%
3	Improve Student Achievement in Reading/ELA/ Math-Special Ed. Pop.	AYP Report	38%	58%	79%	100%
4	Improve Student Achievement in Reading/Math –LEP Pop.	AYP Report	34%	56%	78%	100%
5	Improve the leadership skills of the campus principal-communication (meetings), delegation, etc	District Appraisal Tool/Rubric Walk throughs	10/week	12/week	14/week	16/week
6	Increase number of staff development hours the leader attends.	Eduphoria, Portfolio	40hrs	75hrs	60hrs	50hrs

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Implement Intervention Tutoring Block	Master schedule Class rosters	DNA	45 min/daily	45 min/daily	45 min/daily
2	Implement Extended Day Learning	Master schedule Class rosters	2 days/45 min	1.5 hrs	1.5 hrs	1.5 hrs
3	Extended Weekly Learning	Master Schedule Class Rosters	weekly/Spring Semester	weekly all year	Weekly all year	Weekly all year
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of parental meetings/events.	Meeting Logs, sign in sheets	35	Increase # by 10%	Increase # by 20%	Increase # by 30%
2	Increase number of parent/community participants in SBDM, PTO, LPAC, and Parent Advisory committees.	Agendas Committee Sign-In Sheets	10	Increase # by 10%	Increase # by 20%	Increase # by 30%
3	Increase in number of parent volunteers	Sign in sheets	60	Increase # by 10%	Increase # by 20%	Increase # by 30%
4						
5						

Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Students respect all staff at my school.	Teacher Climate Survey	54% agree	74% agree	84% agree	94% agree
2	Parent Support of campus homework and attendance policy.	Teacher Climate Survey	62% agree	72% agree	82% agree	92% agree
3	Parents actively recruited to come to our school.	Teacher Climate Survey	62% agree	72% agree	82% agree	92% agree
4	Increase Student Attendance	AEIS Report	96%	97%	98%	99%
5	Decrease in Discipline Referrals	Vista/TEMS reports	385	Decrease 15%	Decrease 25%	Decrease 35%

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Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase number of teachers highly qualified in their assigned teaching area.	Human Resources-Certification Report	100%	100%	100%	100%
2	Increase numbers of staff development hours the teachers participate in.	District Workshop Report	Avg. 30 hrs/year	70 hrs/yr	60hrs/yr	50hrs/yr
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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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
No Barriers					
#	No Barriers	Students	Teachers	Others	
000	The applicant assures that no barriers exist to equitable access and participation for any groups.				
Barrier: Gender-Specific Bias					
#	Strategies for Gender-specific Bias	Students	Teachers	Others	
A01	Expand opportunities for historically underrepresented groups to fully participate	√			
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)				
Barrier: Cultural, Linguistic, or Economic Diversity					
#	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		√		
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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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents			
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)			
Barrier: Gang-Related Activities				
#	Strategies for Gang-related Activities	Students	Teachers	Others
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)			
Barrier: Drug-Related Activities				
#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	√		
D02	Provide Counseling.	√		
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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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies					
Barrier: Drug-Related Activities (cont.)					
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities				
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)				
Barrier: Visual Impairments					
#	Strategies for Visual Impairments	Students	Teachers	Others	
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)				
Barrier: Hearing Impairments					
#	Strategies for Hearing Impairments	Students	Teachers	Others	
F01	Provide early identification and intervention.				
F02	Provide interpreters at program activities.				
F99	Other (Specify)				
Barrier: Learning Disabilities					
#	Strategies for Learning Disabilities	Students	Teachers	Others	
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)				
Barrier: Other Physical Disabilities or Constraints					
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others	
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.				
H99	Other (Specify)				

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Schedule # 4D--Equitable Access and Participation: Barriers and Strategies				
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.			
K02	Develop and Implement a truancy intervention plan.	√		
K03	Conduct home visits by staff.	√		
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)			
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	√		
L02	Establish partnerships with parents of highly mobile families.			
L03	Establish/maintain timely record transferal system.			
L99	Other (Specify)			
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.			
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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Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.			
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)			
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.			
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)			
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities.			
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)			
Barrier: Other Barrier				
#	Strategies for Other Barrier	Students	Teachers	Others
Z99	Other Barrier:			
	Other Strategy:			

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Schedule #5—Program Budget Summary						
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A					Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276	
Project Period: August 1, 2010 through June 30, 2013						
Class/Object Code and Description			Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B	6100	\$ 876,000	\$ 26,820	\$ 18,000	\$920,820
Professional and Contracted Services	5C	6200	\$ 249,900	\$7,641	\$4,800	\$262,341
Supplies and Materials	5D	6300	\$ 586,478	\$17,594	0	\$604,072
Other Operating Costs	5E	6400	\$40,500	\$1,350	\$4,500	\$46,350
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G	6600/15XX	\$75,000	0	0	\$75,000
Total Direct Costs			\$1,827,878	\$53,405	\$27,300	\$1,908,583
% Indirect Costs				\$812	\$415	\$29,011
Grand Total						
Total Budgeted Costs:			\$ 1,323,575	\$ 54,217	\$ 563,802	\$ 1,937,594
Administrative Cost Calculation						
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs						\$1,937,594
Multiply by (% limit)						X 5%
Enter Maximum Allowable for Administration, including Indirect Costs						\$ 96,879

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<p align="center">Texas Title I Priority Schools Grant</p>		
<p align="center">Schedule #5—Program Budget Summary</p>		
<p>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</p>		
<p>Year 1: SY 2010-2011 \$ 1,299,584</p>		
<p>Year 2: SY 2011-2012 \$ 319,064</p>		
<p>Year 3: SY 2012-2013 \$ 319,064</p>		
<p>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.</p>		
<p>Provide any necessary explanation or clarification of budgeted costs</p>		
Empty space for explanation		

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Texas Title I Priority Schools Grant Schedule #5B--Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher		0		\$	\$
2	Educational Aide		0			
3	Tutor		0			
Program Management and Administration						
4	Project Director		0			
5	Project Coordinator		1.0		8,000	\$196,000
6	Teacher Facilitator		0			
7	Teacher Supervisor		0			
8	Secretary/Administrative Assistant		0			
9	Data Entry Clerk		0			
10	Grant Accountant/Bookkeeper		0			
11	Evaluator/Evaluation Specialist		0			
Auxiliary						
12	Counselor		0			
13	Social Worker		0			
14	Child Care Provider		0			
15	Community Liaison/Parent Coordinator		0			
16	Bus Driver		0			
17	Cafeteria Staff		0			
18	Librarian		0			
19	School Nurse		0			
Other Employee Positions						
22	Title: ESL Strategist	1.0	1.0		5000	\$160,000
23	Title: Special Ed. Strategist	1.0	1.0		5000	\$160,000
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$516,000
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$ 0
28	6128	Support Staff Incentive Pay				0
29	6119	Professional Staff Extra-Duty Pay				0
30	6121	Support Staff Extra-Duty Pay				0
31	6118/28	Incentive Pay				\$360,000
	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$360,000
32	Grand Total Payroll Budget (line 26 + line 31)				\$ 18,000	\$ 876,000

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Schedule #5C-Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval						
Expense Item Description				Pre-Award	Total Amount Budgeted	
621 2	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$ 0	
Specify purpose						
626 9	Rental or Lease of Buildings, Space in Buildings, or Land				0	
Specify purpose and provide calculation						
629 9	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				0	
Specify purpose						
629 9	Scholarships and Fellowships (not allowed for nonprofit charter schools)				0	
Specify purpose						
Subtotal						
6200 – Professional and Contracted Services Cost Requiring Specific Approval						
Professional and Consulting Services (6219/6239) Less than \$10,000						
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Cscope Curriculum Kinder Social Studies, Science, Math, ELA/SLA-Region ESC, SEDL, SIRC Per Six Weeks @ \$900 (1 st yr only)			\$21,600	\$ 800	\$21,600
2.	Cscope Curriculum 1 st Grade Social Studies, Science, Math, ELA/SLA Region ESC, SEDL, SIRC per Grade level/Per Six Weeks \$900 (1 st yr only)			\$21,600	\$ 800	\$21,600
3.	CScope 2 nd Gr- Social Studies, Science, Math, ELA/SLA -Region ESC, SEDL, SIRC per Grade level/Per Six Weeks@ \$900 (1 st yr only)			\$21,600	\$ 800	\$21,600
4.	CScope 3 rd - Social Studies, Science, Math, ELA --Region ESC, SEDL, SIRC per Grade level/Per Six Weeks @ \$900 (1 st yr only)			\$21,600	\$ 800	\$21,600
5.	CScope 4 th Gr- Social Studies, Science, Math, ELA - Region ESC, SEDL, SIRC per Grade level/Per Six Weeks @ \$900 (1 st yr only)			\$21,600	\$ 800	\$21,600
6	CScope 5 th Gr- Social Studies, Science, Math, ELA Region ESC, SEDL, SIRC per Grade level/Per Six Weeks @ \$900 (1 st yr only)			\$21,600	\$ 800	\$21,600
7	Questioning Techniques Region ESC, SEDL, SIRC (on going 3 yrs)			\$1,800	0	\$1,800
8	Conducting Effective Parent Conferences Region ESC, SEDL, SIRC(on going 3 yrs)			\$1,800	0	\$1,800
9.	Implementing Higher Order Thinking SkillsRegion ESC, SEDL, SIRC (on going 3 yrs)			\$1,800	0	\$1,800
10	Effective Reading Instruction Region ESC, SEDL, SIRC (on going 3 yrs)			\$1,800	0	\$1,800
11	Bilingual Reading Instruction Region ESC, SEDL, SIRC (on going 3 yrs)			\$1,800	0	\$1,800
12	Response to Intervention- Region ESC, SEDL, SIRC(on going 3 yrs)			\$1,800	0	\$1,800
13	Effective Math Instructional Strategies- Region ESC, SEDL, SIRC(on going 3 yrs)			\$1,800	0	\$1,800
14	Second Language Learners Instructional Strategies(on going 3 yrs)			\$1,800	0	\$1,800
15	Improving Reading Student Achievement(on going 3 yrs)			\$28,500	0	\$28,500
16	Improving Math Student Achievement (on going 3 yrs)			\$28,500	0	\$28,500
17	Kagan Cooperative Learning Training (on going 3 yrs)			\$29,700	0	\$29,700
18.	Stetson Differentiated Instruction (on going 3 yrs)			\$24,000	0	\$24,000
Subtotal						
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				\$254,700	\$4,800	\$254,700

For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013	108-908 County-District No. Amendment No. _____		
Texas Title I Priority Schools Grant				
Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
2. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: Response to Intervention, Differentiation, Inclusion, NABE/TABE				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
3. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
4. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:		\$249,900	4800	\$254,700
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:				
Grand Total:		\$249,900	4800	\$254,700

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Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval						
Expense Item Description		Pre-Award	Total Budgeted			
6399	Technology Hardware- Not Capitalized		\$	\$		
	#	Type			Purpose	Quantity
	1	Digital projector @1300			Classroom Instruction	36
	2	Classroom Performance Systems @2300			Classroom Instruction	15
	3	Document Camera@1900			Classroom Instruction	36
	4	Plasma TV 50" @1500			Classroom Instruction	36
	5	MOVI Pads @345			Classroom Instruction	36
		Teacher Laptops@1200			Classroom Instruction	40
	Student Desktop computers @900	Classroom Instruction	180			
	Smart Boards@1800	Classroom Instruction	3			
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:				\$ 455,120		
Remaining 6300- Supplies and Materials that do not require specific approval:				\$ 131,358		
Grand Total			\$	\$ 586,478		

*Year 1 Purchase Instructional Technology	455,120	
ETA Cuisenaire C-Scope Bundled Kits	+ 69,000	
	\$524,120	
 Year 2-Other instructional supports	 \$31,000	
Year 3-Other Instructional supports	\$31,000	
Total:	586,478	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	In/Out of State Travel for Employees (includes registration fees) Specify purpose: Response to Intervention, Differentiation, Inclusion, NABE/TABE			\$ 4500	\$ 45000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Parent Travel to conference				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools)				
	Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:				\$4,500	\$45,000
Remaining 6400 - Other Operating Costs that do not require specific approval:					
Grand Total				\$ 4500	\$ 45,000

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1	Library Books and Media				
66XX/15XX- Technology Hardware - Capitalized					
2	Computers on Wheels (COW) purchase 1 a year	25000	3		75000
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software - Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
Capital expenditures for Improvements to land, buildings, or equipment which materially increase their value or useful life.					
29					
Grand Total					
Total 6600/15XX- Capital Outlay Costs:					\$75,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108-908 County-District No.
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-908</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, 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.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108-908</u> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108-908 County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108-908 County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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

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

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

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

Terms defined: As used in these Provisions and Assurances

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

SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount	<u>108-908</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these Instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<div style="text-align: center;"> <u>108-908</u> County-District No. </div>
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY	
	Standard Application System	
	School Years 2010-2013	<u>108-908</u>
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

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

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

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

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-908</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>108-908</u> County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is **operated under public supervision and control;**
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is **nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;**
 - (E) **does not charge tuition;**
 - (F) **complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;**
 - (G) is a school to which parents choose to send their children, and that **admits students on the basis of a lottery, if more students apply for admission than can be accommodated;**
 - (H) **agrees to comply with the same Federal and State audit requirements** as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) **meets all applicable Federal, State, and local health and safety requirements;**
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that—

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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individual students.

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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- 12) An LEA **may** also implement comprehensive instructional reform strategies, such as--
- Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - Implement a school wide "response-to-intervention" model;
 - Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - Use and integrate technology-based supports and interventions as part of the instructional program; and
 - In secondary schools--
 - Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
 - Improve student transition from middle to high school through summer transition programs or freshman academies;
 - Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
 - Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
- 13) An LEA **may** also implement other strategies that extend learning time and create community-oriented schools, such as--
- Partner with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
 - Extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - Implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - Expand the school program to offer full-day kindergarten or pre-kindergarten.
- 14) The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
- Allow the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - Implement a per-pupil school-based budget formula that is weighted based on student needs.
- 15) The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.
- Number of minutes within the school year.
 - Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.
 - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes. (High Schools Only)
 - College enrollment rates. (High Schools Only)
 - Teacher Attendance Rate
 - Student Completion Rate
 - Student Drop-Out Rate
 - Locally developed competencies created to identify teacher strengths/weaknesses
 - Types of support offered to teachers
 - Types of on-going, job-embedded professional development for teachers
 - Types of on-going, job-embedded professional development for administrators
 - Strategies to increase parent/community involvement
 - Strategies which increase student learning time

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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