

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	Pharr-San Juan-Alamo	108-909
		Organization Name	County-District#
		Memorial High School	002
		Campus Name	Campus Number
		1746001876	One
		9-Digit Vendor ID#	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 type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input 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 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
Dr. Daniel	P.	King	
Phone	Fax	Email	
(956) 354-2000	(956) 702-5648	drking@psja.k12.tx.us	

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

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

TEA DOCUMENT CONTROL NO.

701-10-112-227

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013	_____ Amendment No.
Texas Title I Priority Schools Grant Schedule #1—General Information			
Part 2: List of Required Fiscal-Related Attachments and Assurances			
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the <u>back</u> of the application as an appendix.			
Proof of Nonprofit Status			
1 <input type="checkbox"/>	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.)		
Assurance of Financial Stability			
2 <input checked="" type="checkbox"/>	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.		
Assurance of Submittal of Reviewer Information Form			
3 <input checked="" type="checkbox"/>	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 Pharr-San Juan-Alamo ISD					
Mailing Address Line -- 1 601 East Kelly		Mailing Address Line -- 2		City Pharr	State TX
				Zip Code 78539	
U.S. Congressional District Number 15th		Primary DUNS Number 023884067		Central Contractor Registration (CCR) CAGE Code 4XS50	
				NCES Identification Number 483486007653	
Campus Name PSJA Memorial High School				County-District Campus Number 108-909-002	
Mailing Address Line -- 1 800 S. Alamo Rd.		Mailing Address Line -- 2		City Alamo	State TX
				Zip Code 78516	
Applicant Contacts					
Primary Contact					
First Name Dr. Daniel		Initial P.	Last Name King		Title Superintendent
Telephone (956) 354-2000		Fax 956-702-5658		Email drking@psja.k12.tx.us	
Mailing Address Line -- 1 601 East Kelly		Mailing Address Line -- 2		City Pharr	State TX
				Zip Code 78577	
Secondary Contact					
First Name Dr. Nora		Initial T.	Last Name Cantu		Title Director of Grants
Telephone (956) 354-2420		Fax 956-783-2829		E-mail noratijerinacantu@gmail.com	
Mailing Address Line -- 1 601 East Kelly		Mailing Address Line -- 2		City Pharr	State TX
				Zip Code 78577	

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TEXAS EDUCATION AGENCY
Standard Application System (SAS)

School Years 2010-2013

108-909
County-District No.

Amendment No.

Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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

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

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.

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").

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.

Allowable Activities

Tier I and Tier II Grantees

- Grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

Tier III Grantees

- Tier III grantees may select one of the four intervention models in the federal regulations 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.

In addition, a Tier I, Tier II, Tier III grantee campus that has implemented, in whole or in part, either the Turnaround, Restart, or Transformation models within the last two years may continue or complete the implementation of the intervention model with the TTIPS grant funds. For example, if a grantee campus has replaced its principal within the last two years, the LEA/campus will not be required to hire another new principal. An LEA/campus that receives TTIPS SIG funds in accordance with this flexibility must fully implement the selected model as required by the final federal requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the federal regulatory requirements.

The detailed required and permissible activities for each intervention model, as defined in the final federal regulations are listed on Schedule #4—Program Requirements and are incorporated by reference herein.

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

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

Part 2: Statutory Requirements

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

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

Part 2: Statutory Requirements		
#	Requirement Description – Federal Statutory Requirements	Primary Component Where Described
18	If the LEA/campus selects to implement the <u>turnaround model</u> , 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 <u>closure model</u> , 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 <u>restart model</u> , 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 <u>transformation model</u> , 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	Program Assurances

	<p>needs of the students in a transformation school.</p> <ol style="list-style-type: none"> 2. Comprehensive instructional reform strategies. <ol style="list-style-type: none"> (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. <ol style="list-style-type: none"> (A) Establish schedules and strategies that provide increased learning time; and (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. <ol style="list-style-type: none"> (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). 	
22	<p>An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--</p> <ol style="list-style-type: none"> (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 	Program Assurances

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

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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: <ol style="list-style-type: none"> i. Comprehensive Needs Assessment process. ii. Establish the grant budget by the required categories. iii. Identification and Selection of the intervention model. iv. Development of activities to implement selected intervention model. v. Development of Timeline of Grant Activities. 		

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <u>transformation model</u> , the campus assures That it will it implement the following federal requirements. <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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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		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
Identify which timeline the LEA/Campus the applicant will implement.		
<input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Program Overview: Pharr-San Juan-Alamo ISD (PSJA) will implement the TEA Designed Model for Transformation which is based on three principles: 1) improving student achievement and increasing college and career readiness by building the capacity of campus leaders and teachers, 2) improving campus climate through social and emotional supports; and 3) utilizing district support to transform systems. Key elements of the Transformation model include extensive training on using data and evaluation systems effectively, job-embedded professional development models, NCLB comprehensive needs assessment and campus process, positive behavior support, utilization of community partners, and maximizing extended learning time. Technical assistance will include a professional service provider/case manager, online professional development, ESC partners, and other resources and best practices. PSJA Memorial High School is in its fourth year of a comprehensive restructuring through the Small Learning Communities (SLC) concept. While the campus has experienced gains in student achievement as indicated in the 2009 AEIS, the gap between the percent passing for LEP and students served by special education continues to be considerably high in comparison to the all student group in all content areas tested. Therefore, Memorial High School proposes to redefine the SLCs into college/career readiness pathways for all students.		
Comprehensive Needs Assessment: An analysis of the campus in its entirety and three years of data revealed the following issues/gaps in student achievement particularly for English Language Learners (ELLs) and students served by special education		
Gaps/Barriers/Weaknesses <ul style="list-style-type: none"> • All Students—63% on Reading/ELA; 62% on Math TAKS • ELLs —34% on the Reading/ELA TAKS, 27% on Math TAKS, 8% on Science TAKS, 52% on Social Studies TAKS • Students served by special education—29% on the Reading/ELA TAKS, 4% on Math TAKS, 8% on Science TAKS, 42% on Social Studies TAKS • ELLs—Completion rate—60%; State Completion Rate—79.1% • ELL Progress Measure—51%; State ELL Progress Measure—76% 		
The Campus Needs Assessment (CNA) revealed the following barriers impeding student achievement: <ul style="list-style-type: none"> • High teacher turnover rate—55%; District—44%; State—37% • Lack of challenging curriculum goals and coursework for all students • Lack of second language acquisition strategies • Lack of responsive approaches for struggling students • Lack of current research-based instructional techniques • Lack of frequent monitoring of all student progress • Lack of strong home-school connection 		

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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											719	567	562	447	2295
Open-Enrollment Charter School															0
Total Students:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2295
Total Instructional Staff														158.8	
Total Support Staff														28.7	
Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process															
1	Demographics: Student enrollment records, special population groups														
2	Student performance: TAKS, TELPAS, Content Area Scores, Feeder Schools Data, Performance Trends														
3	School Culture: Teacher Surveys, Student Surveys, Discipline Management Reports, Extra-Curricular Development														
4	Staffing: HQ Teacher Reports, Staff Attendance Records, Turnover Rates, Mentorships, Professional Development														
5	Curriculum: Correlation to TEKS, Student Performance Records, SBR Programs, Evaluations														
6	Instructional Practices/Assessments: Level of Rigor, Alignment, Student Engagement, Responsive to Student Needs														
7	Parental/Community Involvement: Levels and type of participation, Existing partnerships, Parent Surveys														
8	School Organization: SBDM practices, Levels of Expectations for Students, Instructional Time, Perception Surveys														
9	Technology: Use of Equipment/Software programs, Support Structures in Place, Quantity, Correlation to Learning														
10	LEA and Feeder Campus Data: Student Performance Scores, Performance Trends, Support Structures in Place														

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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.

The LEA and campus used the *No Child Left Behind – 5 Step Comprehensive Needs Assessment Plan* as a guide for conducting its needs assessment. The process followed by the campus consisted of (1) reviewing the purpose and outcomes for conducting the needs assessment, (2) establishing committees for each area of the needs assessment, (3) determining which type of data should be collected and analyzed by the committees, (4) determining the areas of priority and identifying the needs, and (5) connecting the needs assessment to the district and campus improvement plans.

The process was directed by a steering committee that included one campus administrator, one English teacher, and one math teacher. One LEA representative was involved in the planning phase, as well as in the prioritization of the data that was later submitted by the various teacher committees. The three steering committee members and the LEA representative attended two training sessions conducted at the regional service center.

The steering committee identified ten (10) sources from which data was to be collected, prioritized for determining its impact on student performance, and identified as a strength or weakness. These sources included the following: demographics, student performance, school culture, staffing, curriculum, instruction & assessment, parental & community involvement, school organization, technology, and support services. Sub-committees were created for each one of the data sources; membership included administrators, teachers, para-professionals, students and parents. The total number of participants per sub-committee was set at ten (10), each one representing a different subject area, grade level, learning community, or area of teacher certification. The steering committee prepared an information packet for all members of the sub-committees; the packet included the sub-committee's name (i.e. Student Performance), the names of the other members, a list of sources that should be reviewed for the retrieval of information and data, worksheets to be used for prioritizing the needs, and a timeline for the submission of all reports. Information related to after-school work sessions and follow-up meetings of the sub-committees was also disseminated. Prior to beginning the task, a general session of all sub-committee members was conducted. Reviews of TTIPS, the comprehensive needs assessment process, and sub-committee member assignments were conducted. All were charged with the responsibility of completing the task and reminded of the need to be thorough and timely in their work.

The LEA and Memorial High School are prepared to undertake the development of a major sustained restructuring process. While the LEA and Memorial High School have an established data disaggregation system in place, plans include the implementation of Decision-Ed, an online data warehouse program that will provide a whole picture of the campus including student achievement, attendance, grades, discipline referrals, finances, etc. on a timely basis. The campus and LEA will also work with Eduphoria, a web-based assessment tool, which will provide a test item bank for the generation of formative assessments, cross-sectional and longitudinal reports and achievement levels by various subpopulations. This type of analysis will assist school personnel with more accurate data for identifying trends, and student needs to make appropriate policy and curricular changes. In addition to intense and timely data disaggregation, the LEA and Memorial High School will establish timelines for consistent and frequent monitoring of student progress.

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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	Classroom teachers (from different content areas, grade levels, areas of certification, and feeder schools)		
2	Campus leadership teams (campus principal, assistant principal, counselors, department chairpersons)		
3	LEA representatives		
4	External Support Staff (TAP)		
5	Parents		
6	Community representatives		
7	Special program staff members (LEP, Special Education, CATE)		
8	Feeder school leadership team members		
9	School Board Member		
10			

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Texas Title I Priority Schools Grant Schedule #4B—Program Description		
Part 2: Project Management		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>Management: Qualifications, experience, and certifications of project personnel and external consultants are of sufficient quality and depth to ensure successful implementation.</p> <p>If awarded, the following individuals will monitor the implementation of the Texas Title I Priority School Grant. The district superintendent will be the school district representative to obligate the district to the grant activities according to the state and federal guidelines. Dr. Daniel King holds a Doctorate of Education in Educational Administration and a Texas Superintendent Certificate. He has led reform activities. Mrs. Janet Robles, Assistant Superintendent for Finance will oversee the budgets and expenditure reports for the program and will work the finance coordinators for the budget appropriations of all accounts. Dr. Nora T. Cantu holds a Doctorate of Education in Curriculum and Instruction and a middle management certificate in Educational Administration. She has worked in the education field for twenty-nine years as a teacher, assistant principal, principal, and Director of Grants, Research, and Assessment Management. The area administrators oversee an area of campuses divided into four areas. The principal directly reports to a central office area administrator. This person will oversee all activities in the transformation of the school and work with the superintendent and all stake holders to oversee successful implementation.</p> <p>With regard to TTIPS Grant, the PSJA ISD District Office believes it has the capacity through the District Staff to provide core district functions that a district is responsible for fulfilling, and which are necessary for a district to be able to sustain improvement efforts including: (1) Management and Operations, focused on the basic functions that need to be carried out in order to operate the district, and (2) Teaching and Learning, which are functions the district carries out and needed for schools and teachers to provide standards-based instruction and support students' learning. In addition, PSJA ISD has Improvement Capacities, consisting of district structures, policies, processes, and programs intentionally designed to improve overall organizational capacity and the quality of teacher instruction. PSJA ISD will increase capacity for improvement by reorganizing the District Office to support improvement efforts, re-orienting the organization and shifting culture and beliefs, supporting Collective Problem Solving, and building leadership and instructional capacity as needed and identified in the District Snapshot with SIRC. In addition, the District Office will assess and assure that it has the capacity for a Rapid Improvement Pathway, depicting how a district initiates and sustains improvement efforts, including those strategies used to cultivate improvement capacities and improve core district functions. Additionally PSJA ISD will include catalyzing conditions for rapid improvement, define and communicate a district-wide improvement effort and become an Improvement-Oriented Organization.</p> <p>The District has administered federal and state grants yearly and has complied with all requirement delineated in the grants awarded.</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).

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.

LEA and campus staff members identified relevant stakeholders and developed a plan of action detailing the process through which they would be consulted and informed about the application and the implementation of the transformation intervention model at PSJA Memorial High School. The plan included a description of how the stakeholders would be informed, the type of changes that would be made to the campus, websites and sources from where all stakeholders could access more information, and a timeline for the implementation of the intervention model. A description of how relevant stakeholders were consulted by the LEA and the campus follows:

Students: classroom discussions on the continuation of the small learning community setting for next year, information-sharing topics during Family Advocacy System (FAS) sessions, conferences by counselors with students whose class schedules may change due to the extension of learning academies, public address announcements by the campus principal, written notices published in the local newsletter, the local access television (Channel 17), and the LEA website.

Staff: agenda items for discussion during staff meetings, content area meetings, and Small Learning Community (SLC) meetings, individual conferences by the campus principal with department chairpersons, emails to campus personnel addressed major components of the restructuring model, printed publications, written notices published in the local newsletter, the local access television (Channel 17), and the LEA website.

Parents: topics of discussion during parents' meetings, reviews of the applications during parent academy sessions, printed publications written in both English and Spanish, home-based discussions between parent and child, news reports in the campus newsletter, the local access television (Channel 17), and the LEA website.

Community: discussions were conducted during meetings of all campus-based committees (i.e. SBDM, Parent Advisory Council, CATE Advisory Committee) that included members who are community and business representatives, reporting via the local television (Channel 17), and the LEA website.

Others: emails, notifications, and printed publications were sent to local entities whose services have contributed to the success of the campus. These include local colleges and universities, career-training institutes, and worksites supporting our CATE program.

Influencing Stakeholders will involve all teams- The District Success Leadership Team (DSLT), the TIPPS Decision Making Team (TDMT) and the Campus Success Leadership Team. The teams will each work to determine the potential reactions of various stakeholder groups to the proposed change. The teams will be provided overtaken information including pg. 61-65 of *What Works When* adding others pg. 29. The teams will use the restructuring stakeholder planner in *What Works When* pg.70, 74. The teams will determine who should be involved and how they will be involved on the District Team and/or on the Campus Team. Also the Teams will decide the level of involvement that will be required from the identified stakeholder groups. The involvement of stakeholders will range from input on decisions, decision making authority, or staying informed. The groups that will be involved in decision making teams will be teachers, principal, parents, local business representatives and an identified community leader. The district team and the TDMT will each work in the July 2010 and present proposed Team member groups and names along with proposed levels of involvement to the Superintendent for approval, who will then present to school board for approval. The TDMT and DSLT will work through the school year (SY) 2010 on restructuring implementation. The DSL and Campus Success Leadership Team (CSLT) will continue to involve various stakeholder groups on a constant basis through monthly meetings or reports and others on no less than yearly, on the process of visiting the needs assessment for campus improvement and the development of the campus plan. The CSLT will develop plan for working and communication with campus stakeholders throughout the transformation implementation period. The CLST will announce changes and anticipated actions publicly; communicate urgency of rapid improvement, and signal the need for rapid change, engage parents and community, build support for transformation, establish a positive organizational culture, help stakeholders overcome resistance to change, and eliminate failing strategies.

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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 <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>The management plan is designed to achieve the objectives of the proposed project on time and within budget, with appropriate timelines, and milestones for accomplishing project tasks. The assigned project coordinator will ensure grant activities are successfully implemented and that the operation of the grant program is on target. The project coordinator will strictly adhere to the grant timeline of activities. All activities, expenditures and compliance issues will continue to require internal communication, coordination and reporting. Existing resources such as software, personnel, materials, facilities and transportation will be used and Texas Title 1 funds will be used to supplement services and in no way supplant them.</p>		
<p>The proposed project will include processes for soliciting feedback on an ongoing basis and for ensuring continuous improvement in the operation of the project. The Project Coordinator will manage and monitor the grant activities on a day-to-day basis. This individual will meet regularly with teachers, staff, and administrators for the purpose of providing feedback to ensure continuous improvement in the operation of the project. Additionally, web-based surveys will be conducted periodically to obtain feedback from all stakeholders. Data collected through the surveys and pertinent information will be shared with appropriate district personnel.</p>		
<p>The proposed project will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. A close relationship has been established between the school district and various training institutions to provide quality service to district teachers and students. The district will coordinate multiple federal and state programs and local funds to enhance the services available for teachers and students.</p>		
<p>The level of commitment to the project of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the project goals, objectives, and activities. District staff have solicited a diversity of perspectives in the design of the project by including administrators and teachers from the campus and district as well as other educational professionals from the campus, South Texas College (STC), University of Texas at Pan-American, and the Region I Education Service Center (ESC) and SIRC. The implementation process will solicit and continue to solicit input from these individuals as well as from recipients of services, parents, educational professionals, and other training institutions.</p>		
<p>The District Success Leadership Team will meet weekly initially from July to December 2010 to assess the District's capacity to lead change and identify District behaviors that must shift in order to enable success to lead change in particular in moving toward increased school autonomy and shared responsibility for success. The District Team will work with SIRC to assess the District's strengths, weakness, opportunities, and threats (SWOTs) through the District Snapshot and will utilize the information to modify policies and procedures at the District level necessary to lead the rapid school improvement process including strategic process, budgeting processes, and communication processes. The DLST will also utilize the SWOTS and other tools provided in the Guide pages 68-74 and information supplied in the District Snapshot to assess district capacity to lead change and to plan stakeholder involvement. The DSLT duties will include the following: (1) examining current state and district policies and structures related to central control and making any modifications needed to fully support transformation including requesting and obtaining any waivers needed (<u>July– December 2010</u>), (2) as needed reorient district culture toward shared responsibility and accountability, establish performance objectives for the school (<u>November to December</u>), and (3) analyze, and develop information to assist campus in aligning resource allocations (money, time, human resources) with the school's instructional priorities identified later through the comprehensive needs assessment (<u>Spring 2011 - January – March</u>).</p>		
<p>The DSLT will work with District Shepherd and SIRC assistance to review existing personnel policies and procedures and modify policies and procedures as necessary to establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff, and to include evaluation of student outcomes in teacher evaluation, ensure transparency of the evaluation process, link the evaluation process with the district's individualized professional development programs, and assess the evaluation process periodically to gauge its quality and utility.(Summer-Fall 2012)</p>		

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Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.														
<p>The LEA and campus will maximize the use of grant funds by coordinating them with other existing federal, state, local, and community resources that also support the transformation intervention model. The integration of all funds will avoid duplication of effort and ensure that cost effective measures are in place. The chart that follows provides a listing of the existing resources, the areas in which alignment will occur, and an explanation of the use of funds.</p>														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">Existing Resources</th> <th style="padding: 5px;">Alignment Areas</th> <th style="padding: 5px;">Explanation</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Title I, Part A</td> <td style="padding: 5px;">a. Personnel b. Supplies c. Facilities</td> <td style="padding: 5px;">a. Teachers provide instruction for at-risk students b. Consumable materials & supplies provided to all teachers c. The use of building materials through this program</td> </tr> <tr> <td style="padding: 5px;">State Compensatory</td> <td style="padding: 5px;">a. Personnel b. Supplies</td> <td style="padding: 5px;">a. Teachers provide instruction for at-risk students b. Consumable materials and supplies</td> </tr> <tr> <td style="padding: 5px;">Local</td> <td style="padding: 5px;">a. Personnel b. Supplies c. Facilities</td> <td style="padding: 5px;">a. Teachers provide instruction to all students b. Consumable materials c. Utilization of rooms and equipment in classroom</td> </tr> </tbody> </table>	Existing Resources	Alignment Areas	Explanation	Title I, Part A	a. Personnel b. Supplies c. Facilities	a. Teachers provide instruction for at-risk students b. Consumable materials & supplies provided to all teachers c. The use of building materials through this program	State Compensatory	a. Personnel b. Supplies	a. Teachers provide instruction for at-risk students b. Consumable materials and supplies	Local	a. Personnel b. Supplies c. Facilities	a. Teachers provide instruction to all students b. Consumable materials c. Utilization of rooms and equipment in classroom		
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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 principal will serve as the campus project manager for this grant. The selection was made on the basis of the individual's knowledge in program management, use of grant funds, and program compliance rules/regulations, as well as on the basis of experience as a classroom teacher, a special programs manager, and a school administrator. The leadership skills demonstrated during her service to this campus and to other LEA worksites also make her the most qualified for this position. This principal has been an educator employed in various school districts in the area for the past 29 years and has served as a classroom teacher, a department director, and assistant principal. Additionally she is certified in history and Spanish.</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>Management: Qualifications, experience, and certifications of project personnel and external consultants are of sufficient quality and depth to ensure successful implementation.</p> <p>If awarded, the following individuals will monitor the implementation of the Texas Title I Priority School Grant. The district superintendent will be the school district representative to obligate the district to the grant activities according to state and federal guidelines. Dr. Daniel P. King holds a Doctorate of Education in Educational Administration and a Texas Superintendent Certificate. Mrs. Janet Robles, Assistant Superintendent for Finance will oversee the budgets and expenditure reports for the program and will work with the project coordinators for the budget appropriations of all accounts. Dr. Nora T. Cantu holds a Doctorate of Education in Curriculum and Instruction and a middle management certificate in Educational Administration. She has worked in the education field for twenty-nine years as a teacher, assistant principal, principal, and Director of Grants, Research, and Assessment Management.</p> <p>The area administrators oversee an area of campuses within the district. The principal of each campus directly reports to a central office area administrator. The project coordinator will oversee all activities in the transformation of the school and work with the superintendent and all stake holders to oversee successful implementation.</p> <p>If awarded, PSJA ISD will hire a (FTE) district level project shepherd to oversee and monitor all grant activities. The individual will be selected from a pool of seasoned consultants after a thorough search for a leader with an exceptional track record of success. This person will be given the responsibilities of supporting, monitoring, and reporting on the school improvement efforts of all campuses receiving TTIPS grant funds. The qualifications for this individual include a middle management in administration. The project coordinator will be responsible for working with the campus principal and administrative team, teachers, area administrator, central office content area coordinators, external consultants and providers to oversee the grant. The office of this individual will be located at the school where funded. By hiring this leader as a consultant the district builds capacity within the grant period and further ensures sustainability beyond the funding period.</p> <p>The responsibilities of this person will include: oversight of the transformation process, ensuring responsiveness of District offices to the transformation efforts, providing a direct line of communication to the superintendent and other critical District level-leaders, assisting in eliminating any District-level barriers that may hinder the transformation process, and serving as a resource and mentor to the administrator and campus. Additionally, this person will be required to attend all meetings/professional development sessions throughout the duration of the transformation process. The District Shepherd will exhibit the following characteristics: will be invested in the Transformation process and the organization, will view the role of District Shepherd as an integral part of his/her responsibilities, will feel responsible for the success of the transformation process, and will support all components of the transformation process. The person will have a direct line of contact with the superintendent, have authority to influence central office departmental procedures, have experience as a building principal, view self as a positive change agent, and have effective communication skills. The District Shepherd will have several responsibilities including working with the District Success Leadership Team to assess and identify the TIPPSS Decision-Making Team and to guide the Team through the assessment process and identification of the intervention model. The District Shepherd will also have responsibility for working with the DSLT to assess District policies and procedures to ensure the campus is provided operational flexibility and to monitor progress to ensure that the operational flexibility is maintained. The District Shepherd will also work with the Campus Principal to monitor progress to ensure effective implementation of all components of the transformation process. To monitor the transformation process on the campus, the DS will meet with the Campus Principal on a bi-weekly basis to review a written report on progress over the previous two week period at the campus. The DS will work with the campus principal and the Campus Leadership Team on a continuous basis through the grant to develop short-term work plans for each two week period to be reviewed at the next bi-weekly meeting. The DS will develop and provide to the Superintendent a monthly report on progress on the project at the campus by the Campus Success Leadership Team. The Superintendent or the District Shepherd will provide to the School Board a monthly report to the School Board. The District Shepherd will monitor the progress of 90-day action plans, maintain regular communication with the transformation campus as needed outside of the two bi-weekly meetings, and attend the Campus Success Leadership Team meetings. The District Shepherd will assist the campus by removing any District barriers that might hinder the transformation process. The District Shepherd will be a resource for the Principal and the CSLT and as such will provide support and feedback to the principal and teacher leaders when needed or requested, take an active role in problem-solving with the principal and teacher leaders, assist in the replacement and recruitment of qualified staff, assist in efforts to increase community and parental involvement, support the placement of social service resources at the campus, partner with campus to generate a positive school culture, and attend required trainings provided by SIRC and other campus-wide professional as required.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>PSJA ISD is committed to meeting the needs of diverse student population. Through state and local funding, PSJA ISD will continue to offer instructional programs and needed services to meet the needs of ELLS and economically disadvantage students beyond the grant period. To ensure that the program continues after the grant period, PSJA ISD will actively search for funding sources to sustain the program over the long term. PSJA ISD plans for sustainability will include an examination of what this grant initiative is trying to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints and resources, and the development of a sustainability plan. The sustainability plan includes an active and careful examination of the following approaches to seek effective and long-term avenues to ensure that the program continues beyond the grant period: a) making better use of existing resources; b) maximizing Federal, State, and Local Revenues; c) creating more flexibility in existing streams; d) continue building public-private partnerships; and e) generating new dedicated revenues.</p> <p>The District commits and will work to identifying and realigning funds to continue the Campus reforms. The program design as developed for implementation can utilize existing funding sources. The approach is primarily one of reorganizing the way staff communicates and how professional development and campus and district plans are developed. Title 1, 2, and 3 can be used to continue to implement the strategies as can local funds. The District is committed to identifying and committing adequate fiscal and other resources that will expand both the physical and human capital within the system for implementation and sustainability of high school reforms; continuously upgrade facilities, tools, and materials to keep pace with the changing economy, technology, and citizenship expectations; adequately staff the initiatives and acknowledge the need for workload equalization and/or reduction; provide appropriate time and necessary fiscal support for initiatives to be implemented and take hold; continuously develop teacher knowledge and skills to incorporate these changes into their instruction; move effective practices to full implementation and scale-up; and define priorities and allocate needed resources to sustain them over time.</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>PSJA ISD will recruit, screen, and select external providers to contract with as follows:</p> <p>PSJA ISD will identify potential providers through recommendations from TEA and SIRC and other School Organizations as appropriate and through advertisements in publications or websites as appropriate. The District Procurement Office will utilize its formalized processes selection process that will assist the school and the district in being successful. In order to do this the District will work with the Campus to thoroughly evaluate the prospective contractor through a selection process that is rigorous, transparent, and fair and complies with all federal and Texas guidelines on procurement.</p> <p>The District will assist the campus by writing and issuing request for proposals that have clear criteria and that elicit clear evidence of expertise, a good track record, and financial credentials.</p> <p>The District will assist in developing transparent selection criteria, recruiting diverse teams to review proposals, and conduct due diligence to assure the process is open and competitive in selecting provider(s). A contract will be negotiated with providers to include goals, benchmarks, and plans to manage assets with an ongoing cycle of continuous progress for monitoring and adjusting. The District will prepare proactive procedures to resolve problems, eliminate strategies that do not work and plan for evaluation. The District Procurement Office with the Principal and the District Shepherd will be responsible for reviewing goals, benchmarks, and adjusting as appropriate contracts when approved.</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>The Campus Success Leadership Team (CSLT) and the Campus Success Instructional Team (CSIT) will work together to identify site visits. After the deficiencies and areas that need improvement have been identified by the comprehensive needs assessment, the Principal will work with the CSLT to establish goals for improvement. The CSLT will work to identify sites that have been identified by the Texas Education Agency and by other School Improvement groups through the TEA website and other websites and literature as having Best Practices and will identify campuses that have similar demographics and similar types of gaps in achievement or other issues. The CSIT will report to the CSLT the results of the studies and will solicit input—suggestions and recommendations, and concerns through the Teacher Leaders. The Campus Success Leadership Team will access various sources for information in goal areas. The Team will carefully review the information to determine specifics on content area instruction and the areas of weakness the prospective site had. The Team will access information about schools with similar demographics to see how other schools with the same ages and mix of students have dealt with challenges the school is currently facing. The Campus Success Leadership Team will decide along with the site Based Decision Making (SBDM) Council if the campus will be visited. Sites will be preferably chosen in the local area or in the State of Texas. A work plan will be developed to determine the information to be gathered including any sample documents, agenda, work plans, etc. and from whom the Team members need to gather the information. There will likely be various departments and staff members that will need to be visited. To assure all critical information is gathered the Team members will be assigned to gather certain information and to visit with appropriate staff identified ahead of time. In addition, the CSIT and the SBDM Council will be consulted to develop a listing of questions to be asked and any information the Teams would like to have gathered. The campus has already expressed interest in visiting Hidalgo ISD that has implemented various successful strategies that have been identified by the Texas Education Agency.</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. No Tier I schools have been identified for this initiative.</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		
<input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center <input checked="" type="checkbox"/> Supplemental Education Services (SES) incorporated into the intervention model <i>Note: Applying to implement the TEA Approved Model with Technical Assistance Provided by the School Improvement Resource Center in no way implies or guarantees funding.</i> <input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE		
<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:		
<ol style="list-style-type: none"> 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention. 		
Responses are limited to five pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>PSJA ISD is focused on success and systemic change that will be sustainable after the grant period. The program will be managed as follows as per the Extended Texas Transformation Project the District will accomplish the following actions:</p> <p><u>1. Establish and Orient two District Transformation Teams, one to determine Governance Model - Intervention Model and one to Assess District capacity to lead change and to identify policies and procedures that to need change to facilitate improvement. District Shepherd and/or DSLT work with SIRC Technical Specialist Assistance Provider (TAP)-Transformation Various Activities (July to Aug 2010)</u></p>		
<p>As recommended by the School Restructuring What Works When Guide for Education Leaders (referred to as Guide in following write up), the Handbook for Restructuring and Substantial School Improvement (Handbook), and the Toolkit for Implementing the School Improvement Grant Transformation Model (Toolkit) produced by The Center for Comprehensive School Reform and Improvement (CCSRI) and the Center for Innovation and Improvement (CII), the District will identify a District Success Leadership Team (DSLST) which will be an on-going Team to facilitate communication with the campus on on-going basis and to address any issues that may arise during the Transformation Process. This Team will be led by the Superintendent or an Assistant Superintendent as determined by the Superintendent and/or the School Board. The DSLST will include the District Shepherd, District Staff including the Title I Programs Administrator, the Testing Coordinator or other Department Heads charged with testing and maintaining statistics and evaluating data, the Directors of the Departments of Human Resources, Business and Accounting, Professional Development, and Transportation, and the Principal of the Campus. The District Shepherd will provide staff support for the DSLST (District Committee). The district and campus committees formed, with the exception of the TDMT, will be institutionalized in District policy and will be required to continue through any changes in district or school leadership. In addition, each committee including the TDMT will be required to develop bylaws, and maintain documentation on all meetings including agenda, minutes, and work products. All teams established will be provided professional development on effective teams. The DSLST members will receive orientation on leading the campus by reading applicable sections of the grant application and resources identified in the Transformation Toolkit – Assessing the District’s Capacity to Lead Change. The DSLST Committee will meet weekly initially from October to December to assess the District’s capacity to lead change and identify District behaviors that must shift in order to enable success to lead change in particular in moving toward increased school autonomy and shared responsibility for success. The District Team will work with SIRC to assess the District’s strengths, weakness, opportunities, and weaknesses (SWOTs) through the District Snapshot and will utilize the information to modify policies and procedures at the District level necessary to lead the rapid school improvement process including strategic process, budgeting processes, and communication processes. The DSLST will also utilize the SWOTs and other tools provided in the Guide pages 68-74 to assess district capacity to lead change and to plan stakeholder involvement. The DSLST duties will include the following:</p> <p>(1) examining current state and district policies and structures related to central control and making any modifications needed to fully support transformation including requesting and obtaining any waivers needed <u>(July– December 2010)</u>, (2) as needed reorient district culture toward shared responsibility and accountability, establish performance objectives for the school <u>(July to August 2010)</u>, (3) analyze, and develop information to assist campus in aligning resource allocations (money, time, human resources) with the school’s instructional priorities identified through the comprehensive needs assessment <u>(July - August 2010)</u>, and (4) submit Quarterly Report - QIR <u>(November 2010)</u>.</p>		

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<p><u>2. CSLT will interview, hire, and provide orientation for the District Shepherd and determine any support staff needed for the District Shepherd (July 2010)</u> The District Shepherd will be provided the Grant Application submitted to TEA, the SIG Handbook, the Restructuring Handbook, the School Restructuring What Work When, and the Transformation Toolkit for orientation purposes and any other material provided by SIRC. From July to August 2010, the DSLT will be the support team for the TDMT as they make the final decision on intervention governance model. The DSLT will report monthly to the Superintendent and the School Board progress on the project and will meet as needed on a monthly basis to review improvement, performance, needs, and to assist the campus in the annual process of assessing SWOTS.</p> <p><u>3. July.- August 2010 Begin Comprehensive Needs Assessment Process NCLB CNA Process which will be extensive and involve all teams established – District Success Leadership Team, TIPPS Decision-Making Team, Campus Success Leadership Team, Campus Success Instructional Teams - in various aspects as delineated in CNA section of the application</u></p> <p><u>4. Appointing and Orienting TIPPS DMT to Choose the Intervention Model July – August 2010</u> In addition, as recommended by the Texas TIPPS Transformation model the District (DSLST) will appoint a TDMT – TIPPS Decision-Making Team which will be a temporary team that will analyze data provided by SIRC and the DSLST, consider situational factors specific to PSJA Memorial High School as per the comprehensive needs assessment described earlier, and work through checklists and school turnaround options identified in the Guide, and as applicable the Appendix A and B Tools provided by TEA or any recommended by SIRC. The District Team (DSLST), with SIRC shepherding, will recommend to the Superintendent and the School Board the members of a TIPPS Decision-Making Team which will identify the intervention governance model. The DSLST, with SIRC will utilize the Tools and Resources provided in the Toolkit to establish, and assess and orient the TDMT including <i>What Works When</i> tools - Restructuring Team Checklist, page 67, Organizing the District Restructuring Team, pp 57-58, Preparing for Further Action, pp 65-66 and Establishing Team Structures to Drive Improvement, CII, SIG Handbook pp 65-66. . The TDMT will analyze data to be provided by the District Team and SIRC, including information from the SIRC campus site visit and the campus snapshot to consider the individual school situation, work through checklists and school turnaround options and make a recommendation to the Superintendent and the School Board regarding their recommendation on a TIPPS Intervention Model. The DSLST will receive orientation on the factors to consider in appointing a TDMT by using <i>What Works When</i> Guide pages 57 to 68 which provides a breakdown of the attributes the proposed Team members should have included a drive for results, relationship and influence skills, readiness for change, knowledge to do what works or the willingness to acquire it quickly and assuring the involvement by the critical stakeholder groups. The DSLST will utilize the page 67 Guide Checklist to assure the proposed members do not have a history, background, or agendas that might thwart an unbiased or a decision that might be perceived as biased. The membership of the TDMT will include a School Board Member, a Parent group representative, a principal, a District administrator, two community organization representatives including a local business, a church leader, or city council member, and a teacher representative chosen by majority vote of the teachers on the campus. The DSLST and the SIRC provide team members with information on what districts can do to promote rapid improvement. TDMT determine model and submit to TEA report delineating choice of intervention.</p> <p><u>5.Designate an internal lead partner – Principal - for the transformation of the school and leadership of Campus Leadership Team and provide orientation (July 7-11, 2010)</u></p> <p><u>6. Principal/Leader Competency Process July 7-11, 2010</u> The District (DSLST) will assist in the selection of a Principal Leader to lead Transformation on the campus. The District Success Leadership Team will evaluate the principal to determine if the principal has less than two years on the campus and whether students have shown progress in TAKS</p>		

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<p>results over the prior two years, and whether the individual has the necessary competencies to be a transformation leader. Research has indicated that the transformation leader must be a driver for results, a problem-solver, show confidence, and be able to influence others, be able to facilitate teamwork and be a cooperater, be a conceptual thinker, be a team leader, have a strong commitment to the organization, and be able to communicate a compelling vision. The District Team (DSLTL) will be orientated in the decision by resources including the School Turnaround Leaders Competencies for Success by Public Impact and pages 203-204 of the SIG handbook, Indicators of Effective Practice. The DSLTL will also utilize information and tools supplied online by the Texas Turnaround Leadership Academy. Further actions regarding the Campus Leadership will be guided by the results of the evaluation and follow if necessary the actions such as advertise for candidates in local newspapers, publications such as <i>Education Week</i> regional education newsletters or web sites; alternatively engage a search firm, screen candidates, prepare to interview candidates, interview candidates, and select and hire a principal.</p> <p>7. Orientation of Principal through District Shepherd and SIRC Leadership Coaching (July 2010). The principal will receive orientation on leading the campus by reading the grant application and resources including the <i>SIG Handbook</i>, <i>Restructuring Handbook</i>, <i>School Restructuring What Work When</i>, the <i>Transformation Toolkit</i>, and other resources provided by the District Shepherd and the SIRC Leadership Coaching.</p> <p>8. Identify members of the Campus Success Leadership Team (the School Transformation Team)—Teacher Leaders of Instructional Teams to be establish – One per Grade Level and School Community Council with assistance of District Shepherd July 7-12, 2010 The Principal will work, with the assistance of the District Shepherd to identify the key lead staff for the campus - the Team Leaders for Instructional Teams to be established. The Principal and the District Shepherd will orient in the process by utilizing Tools and Resources identified in the Transformation Toolkit on pages 26-27 which provides candidate comparison and decision tools for establishing a pipeline of potential turnaround leaders and recruiting teachers to support transformation. In addition the Principal will work with the District Shepherd to establish the Campus Success Leadership Team and will utilize the tools for assessing and identifying Team members provided in the Toolkit, p 37 including What Works When p. 67, Establishing Team Structures to Drive Improvement, SIG Handbook p. 65-66 and Preparing for Further Action, What Works When p. 65-66. The Principal leader and the Key Staff – members of the Campus Success Leadership Team and teacher-leaders of Campus Success Instructional Teams (CSIT) will be effective at sharing responsibility for success with campus staff. As delineated previously for the person leading the grant project on the campus, the Principal, the Teacher- Leaders will have the competencies to lead transformation as delineated in pg. 90-92, of What Works When, and will exhibit the leadership actions of a successful restructuring leader. This will establish for the District a pipeline of potential turnaround leaders to assure the project continues through any turnovers or staff changes. The CSLT will be led by the Principal and made up of an Assistant Principal, the Counselor, and the Teacher Team Leaders for each grade level (7).</p> <p>9. Orient members of the Campus Success Leadership Team (CSLT-the School Transformation Team)—Teacher Leaders of Instructional Teams to be establish through SIRC Leadership Coaching(July-Aug 2010) The Campus Success Leadership Team will receive orientation on leading the campus by reading and discussing in the Team Meetings applicable sections of the grant application and resources including the <i>SIG Handbook</i>, <i>Restructuring Handbook</i>, <i>School Restructuring What Work When</i>, and the <i>Transformation Toolkit</i> and by participating in professional development, webinars, podcasts, and publication supplied by SIRC. The Principal will develop a short-timeline to structure the orientation through a reading club</p>		
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<p>strategy. The members of the CSLT will read and discuss in their Teams the different documents supplied and develop summaries of appropriate information to provide to Instructional Team members when they begin to meet with the campus teachers. The CSLT will also review information on leading change supplied by the Center for Innovation & Improvement including how to (1) become a change leader (School Turnarounds: Leader Actions and Results and Competencies for Success, Deciding- the Executive Function from The Mega System, pp 37-62, and Restructuring Through Learning-Focused Leadership from Restructuring Handbook, pp 63-75), (2). communicate the message of change (Communicating Useful Approaches and Communicating Useful Approaches Overview and Background from Reinventing Education (3) collect and act on data (Learning Indicators, The Mega System pp 123-135 and other resources identified on page 40 of Transformation Toolkit), (4) seek quick wins (Do We Encourage Quick Wins and Local Innovation?, And Enabling More Quick Wins and Local Innovation?, and Enabling More Quick Wins and Local Overview and Background from Reinventing Education), (5) provide optimum conditions for school turnaround team (Developing the Dream: Nurturing the Working Team Overview and Background, and Developing Team Muscles and Tips for Managing Teams by Reinventing Education) and (6) persist and persevere, but discontinue failing strategies (When to Persist from Change Toolkit, Vulnerabilities of Middles: Persistence and Persevering Background, and Mastering the Difficult Middles: Persisting and Preserving Background by Reinventing Education). Also Teacher-Leaders will receive online E-Campus training on data driven instruction, mentoring, teacher portfolios, and evaluating staff. The District Shepherd will guide and monitor the implementation of the grant. The District Shepherd will also serve as a resource of best practices research and will develop and provide the CSLT a monthly summary of the latest research to be disseminated and analyzed by the CSIT. The CSIT leaders will use the information for continuous improvement and will establish within the teams reading and reporting activities to provide more in-depth analysis of research best practices to present to the team. The CSIT leaders will organize team meetings with agendas developed with the Principal- the campus team leader and the CSL members. The Campus Team Leader and CSIT leaders will maintain copies of bylaws established, agendas, minutes, and all work products for the respective teams led.</p> <p>10. CSLT reviews resource allocation and makes adjustments as appropriate with technical assistance from SIRC and District Shepherd (July – August 2010) Campus Success Leadership Team (CSLT) will review the allocation of time in minutes of the school year and the instructional activities versus other activities, and instructional time on critical core academic areas including English, reading or language arts, math, science, foreign language, civics and government, arts, history, and geography, and other instruction in other subjects and enrichment activities including PE, service learning, and experiential and work-based learning opportunities provided by partnering with other organizations, and time in minutes for teachers to plan, collaborate, and engage in professional development. The CSLT will also analyze allocation of resources including teachers, and funds and determine alignment between time in minutes, teachers by credentials and area of college study, and funds. on the basis of area of need identified in the achievement data. Will determine the reallocation of resources based on an analysis of the critical resources. The District Success Team will work to move the District toward school autonomy which will include: (1)Examining current state and district policies and structures related to central control and make modifications to fully support transformation, (2) reorienting district culture toward shared responsibility and accountability, (3) establishing performance for the school, (4) aligning resource allocation (money, time, human resources) with the schools instructional priorities, and (5) establishing the transformation office (Source: Toolkit for Implementing the School Improvement Grant Transformation Model by Center of Innovation and Improvement.). The CSLT will analyze instructional time minutes spent on critical content areas such as reading and math and make adjustments to schedules to increase time spent on instruction.</p> <p>11. Campus Success Leadership Team with the assistance of the District Shepherd develops Plan for working with campus stakeholders and building support for transformation (July - August 2010)</p>		

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<p>12. Campus Success Leadership Team attend Summer Kick Off/ Summer Team Training by SIRC (5 days, 10 members) – Develop 90 day action plan and professional development plan based on areas of deficiencies identified in the CNA (July 2010)</p> <p>13. Identify and develop contracts for providers for social service support including Community in Schools to begin services in August 2010 (July – August 2010) Contracting with External Providers</p> <p>14. District Success Leader Team participate in District Institute (Summer 2010)</p> <p>15. District Shepherd and CSLT Attend National Staff Development Council Summer Conference(Sum. 2010)</p> <p>16. Establish Campus Success Instructional Teams by Grade Level and Led by CSLT member Teacher-Leaders (July 2010)Teams will be established at the campus level and assigned by grade levels and will include all teachers that teach the grade level. These Instructional Success Teams will meet after the CNA to assist in the development of the grade level improvement plans.</p> <p>17. Identify Professional Development needs by CSIT members and the Teacher –Leader to report to Principal to develop Campus-wide professional development plans with CSLT (July –August 2010) The CSIT teams will be provided with the Critical Success Factors and Milestones. The Instructional grade level will look at TAKS areas of success and need by learning objectives to determine areas of need. The areas of need identified and areas of suggested professional development by the instructional teams will be reported to the campus leadership who will use the information to plan professional and curriculum and classroom changes. The Instructional teams will identify areas of need for technology, and vertical and horizontal curriculum alignment. The Team will develop 90 day action plans with specific goals The Team will also meet once a week for 90 minutes to review alignment, review student data, and to review other information as needed. The Teacher-Leaders will develop a short-timeline to structure the orientation through a reading club strategy. The members of the CSIT will read and discuss in their Team the different Best Practices documents supplied by Teacher-Leader and summaries developed by the CSLT members, and determine ways to implement as needed to improve student achievement. The Teacher Leader will establish portfolios for each teacher on his/her Team. The CSIT will meet for 45 minutes a day to develop lesson plans, formative and summative assessments to evaluate individual student progress and differentiate instruction. The teachers will develop student portfolios that will reviewed at the meetings to determine areas that need to be reinforced or enrichment to be provided and modify lesson plans to improve the curriculum. In addition, the Teacher Leader will use the information to develop individual improvement ideas. The Team will also review the individual performance of students on periodic district assessments to determine areas of concern for individual students, classes, and teachers. . Teacher Leaders will ensure that teachers align instruction with standards and benchmarks, monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments, differentiate and align learning activities, assess student learning frequently using standards-based classroom assessments, prepare standards-aligned lessons and differentiated activities, provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework, demonstrate sound homework practices and communication with parents, and employ effective classroom management.</p> <p>18. Provide campus wide professional development on and implement school wide Positive Behavior Support (PBS) (August 2010) Provide professional development for CSIT members online as teams or individually as determined necessary by the Teacher Leaders (Fall 2010-Spring 2013)</p> <p>19. The DSLT will work with District Shepherd and SIRC Assistance to review existing policies and procedures and to establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff, to include evaluation of student outcomes in teacher evaluation, make sure the evaluation process transparent, link the evaluation process with the district's individualized professional development programs, and assess the evaluation process periodically to gauge its quality and utility.(Summer-Fall2012)</p> <p>20. Review staff performance by teacher portfolios developed in CSIT meetings, by peer observations, and principal and student performance and dismiss teachers not performing (July 2010 – Spring 2013)</p> <p>21. Participate in all other activities as defined by the Texas TIPPS Transformation Model Timeline(Fall'10– Spring 2013)</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	School Board Member		
2	Parents		
3	Teachers working at the Campus		
4	A Grass-roots community organization - church leader or Community-based Organization Leader		
5	A Local Business Leader - Chamber of Commerce Leader		
6	Representative of Special Ed and ELL advocates		
7	Community Leader – City Council Member or Other Local Political Leader		
8	A Principal that worked previously at the school in any capacity		
9	Teacher Union Representative		
10	Other		

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Section D: Improvement Activities and Timeline		
On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.		
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.		
<ol style="list-style-type: none"> 1 -- Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ol 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 <ol style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 -- Increase Leadership Effectiveness <ol style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 -- Increase Learning Time <ol style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 -- Increase Parent/Community Involvement <ol style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 -- Improve School Climate <ol style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 -- Increase Teacher Quality <ol 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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Section D: Improvement Activities and Timeline (cont.)					
Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1-A	Provide supplemental educational services to all students in ELA, math, science, and social studies.	High poverty schools have a higher rate of students with limited literacy skills that provide barriers to student success in all core subject areas.	Portz & Gaudet (2001). <i>A New Commitment: Effective Remediation</i>	August, 2010	June, 2013
1-C	Implement a "Response – to – Intervention" (RTI) model.	The RTI framework is designed to support all at-risk students.	Center on Instruction. (2009). <i>Response to Intervention Classification Tool & Resource Locator</i> .	August, 2010	June, 2013
1-B	Increase the number of students participating in dual enrollment classes at South Texas College and UT Pan American.	Dual enrollment helps high school students transition into college, as well as graduate from college.	Baily, et.al. (2002). <i>What Role can Dual Enrollment Play in Easing the Transition between High School & P/Sec. Education</i>	August, 2010	June, 2013
1-B	Align curriculum and formative assessment practices with Texas College and Career Readiness Standards.	Students should be able to perform at higher levels when the curriculum is aligned to standards.	LaMarca, et.al. (2000). <i>State Standards & State Assessment Systems: A Guide to Alignment</i> .	August, 2010	June, 2013
1-C	Administer college placement exams (i.e. Accuplacer) to all incoming 9 th grade students.	Assessments may be used to evaluate learning and determine adjustments to improve student success.	National Center for Fair and Open Testing. (2007). <i>The Value of Formative Assessment</i> .	August, 2010	June, 2013
1-B	Improve rigor by providing opportunities for all students to enroll in AP, Early College classes.	Students enrolled in AP and ECHS classes perform at a higher level and experience a more successful transition into a college setting.	American Institutes for Research, & SRI. (2007). <i>Early College High School Initiative Evaluation: Emerging Patterns and Evaluations</i> .	August, 2010	June, 2013
1-B	Align curriculum and instructional practices to those of feeder schools to ensure for a smooth academic transition.	Successful transition programs from middle to high school improve student achievement and reduce dropouts.	National High School Center. (2007). <i>Easing the Transition to High School: Research and Best Practices</i>	August, 2010	June, 2013
1-C	Conduct timely reviews to ensure that the curriculum is implemented with fidelity and modified if ineffective.	Success can be attained only when effective practices are fully implemented.	Blasé, K.A., & Fixsen, D.L. (2005). <i>Improving the Science and Practice of Implementation</i> .	August, 2010	June, 2013
Add additional pages as needed.					

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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
2-A	LEA data specialists will provide information on the data analysis system in use, the type of data available, the process for requesting data, and the legal constraints.	Data can facilitate the identification of students in need of assistance and the type of assistance needed. NOTE: The proposal includes purchasing Eduphoria, a web based program to disaggregating data.	Hamilton, et.al. (2009). <i>Using Student Achievement Data to Support Instructional Decision Making</i> .	August, 2010	June, 2011
2-A	Distinguish qualitative and quantitative data; identify the data reports that are most applicable and useful for planning instruction.	Teachers must be trained on identifying, interpreting, and using data to change instruction and promote student success.	Hamilton, et.al. (2009). <i>Using Student Achievement Data to Support Instructional Decision Making</i> .	August, 2010	June, 2011
2-B	Use data to identify and implement SBR programs that are vertically aligned with feeder schools and state standards.	Data that is valid and correlated to student achievement levels will have a positive impact on student learning.	Vigdor, J.L., (2008). <i>Teacher Salary Bonuses in North Carolina</i> .	August, 2010	June, 2013
2-B	Develop a performance-based assessment plan to collect data to further challenge students.	Performance-based assessment data will also challenge teachers to move expect excellence.	Marzano, R. (2003). <i>Translating Research into Action</i> .	August, 2010	June, 2013
2-C	Create a communication system through which all IHE partners may share student data with the high school.	Communication between partners allows each to understand the relevancy and importance of each respective contribution.	Books, S.M. (2009). A Case Study of School-Community Alliances that Rebuilt a Community.	August, 2010	June, 2013
2-C	Promote the use of data to form and differentiate instruction that addresses the individual learning needs of all.	Differentiating instruction will allow the teacher to provide effective instruction to all students.	Tomlinson, C.A., (2001). <i>How to Differentiate Instruction in Mixed Ability Classrooms</i> .	August, 2010	June, 2013
2-C	Conduct monthly training sessions for all teachers on the use of data to guide instruction.	The extent to which data can improve instruction and how instruction may change must be well known to all teachers.	Center for Comprehensive School Reform and Improvement. (2006). <i>Redefining Professional Development</i> .	August, 2010	June, 2011
Add additional pages as needed.					

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 4: Improve Learning Time

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3-A	Determine effectiveness of the principal & staff and replace if evaluated as non-productive.	A successful school reform initiative must include high quality leaders and teachers.	Behrstock, E., & Meyer, C. (2009). <i>Managing Educator Talent: A Research Based Framework</i> .	August, 2010	June, 2013
3-A	Apply Covey's belief of creating an environment where people want to be part of the organization.	Research shows that people want to belong to, not just work in, an organization.	Marzano, R. (2003). <i>What Works in Schools: Translating Research into Action</i> .	August, 2010	June, 2013
3-A	Build capacity in the organization and employ distributive leadership practices related to vision, accountability, modeling good behavior, and decision-making.	Schools are more successful when teachers and other staff members are recognized for their skills and given leadership responsibilities.	Darling-Hammond, L., Wei, R. Andree, A. Richardson, N. & Orphanos, S. (2009). <i>Professional Learning in the Learning Profession: A Status Report on Teacher Development in the U.S. and Abroad</i> .	August, 2010	June, 2013
3-A	Establish on-going job embedded professional development: 1. <i>Improving literacy Skills in the Content Area Classrooms</i> ; 2. <i>Content Area Training</i> ;	1. Teachers will be provided research based strategies for improving students' academic literacy in content areas. 2. Targeted objectives will be customized according to campus need, as determined by the CAN. Teachers will	Dimmock, C. & Walker, A. (2005). <i>Educational leadership: Cultural and diversity</i> ; Erickson, L. (2010) <i>Conceptual designs for curriculum and higher order instruction</i> ; Marzano, R. (2003). <i>What works in schools: Translating research into action</i> ; Sparks, D. (2002). <i>Designing powerful professional development for teachers and principals</i> . Williams, B (2003). <i>Closing the achievement gap: A vision for changing beliefs and practices</i> .	Sept. 2010	May 2011
3-B	Employ shared decision making practices through the creation of a leadership team and an instructional team.	Teams provide an infrastructure for continuous improvements to any school or private organization.	Hassel et al (2006). <i>School Restructuring Under NCLB: What Works When? A Guide for Education Leaders</i> .	August, 2010	June, 2013
3-B	Create a school-community council to include parents and community members.	Excellent communication avenues and supports for school improvement are provided by councils.	Schmoker, M. (1996). <i>Results: The Key to Continuous School Improvement</i> .	August, 2010	June, 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
3B	Provide training for leaders on the <i>Universal Design for Learning Academy</i>	Instructional Leaders who understand the framework for designing successful educational environments are better prepared to make appropriate changes.	Kohn, B., & Nance, B. (2007) <i>Principals who learn: Asking the right questions, seeking the best solutions</i> ; Lambert, L. (1998) <i>Building leadership capacity in schools</i> ;	Sept. 2010	May 2011
3B	Provide training for leaders on the <i>Leave No Teacher Behind: Using mentoring skills to improve instruction</i> Mentoring Program	Instructional Leaders who have a solid understanding of how to build learning focused relationships between professional colleagues are more successful.	Marzano, R. J., Waters, R., & McNully, B. A. (2005). <i>School leadership that works: From research to results</i> ; Sergiovanni, T. J. (2003) <i>What great principals do differently: Fifteen things that matter most</i> .	August 2010	May 2011
3-B	Establish policies and procedures (schedules, agendas, evaluations) to monitor performance of all teams.	The roles of all support groups must be carefully defined and all members must comply with all rules and regulations.	Rutter et al (1979). <i>Fifteen Thousand Hours: Secondary Schools and Their Effects on Children</i> .	August, 2010	June, 2013
3-B	Identify teachers who are leaders and assign campus administrators to serve as mentors.	Leaders must model good practices; teacher leaders can learn through observations.	Blasé, K.A., & Fixsen, D.L. (2005). <i>Improving the Science & Practice of Implementation</i> .	August, 2010	June, 2013
3-C	Apply successful practices (i.e. Creative Abandonment) to avoid pitfalls and delays in school improvement.	Good leaders must listen and be willing to change their behavior in order to ensure success in school improvement.	Hassel et al (2006). <i>School Restructuring Under NCLB: What Works When? A Guide for Education Leaders</i> .	August, 2010	June, 2013
4-A	Establish class schedules and strategies that will extend the learning time for all learners.	A common characteristic among top performing schools is the expanded school day.	The Rennie Center for Education Research and Policy. (2003). <i>Head of the Class: Characteristics of Higher Performing Urban High Schools in Massachusetts</i> .	August, 2010	June, 2013
4-A	Implement flexible class schedules to allow 90 minute block periods for math and ELA.	A large number of today's school schedules continue to be based on a 19 th century agrarian system.	Public Policy Institute of California. (2005). <i>Research Brief: The Success of San Diego School Reforms...</i>	August, 2010	June, 2013

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Critical Success Factor 6: Improve School Climate					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4-C	Implement a teacher-training program on identifying the learning needs of each child and on effectively using extended learning time.	Schools that extend the day and fail to provide training to their teachers will not attain a high level of success.	Kennelly, L., & Monard, M. (2007). <i>Approaches to Dropout Prevention: Heeding Early Warning Signs with Appropriate Interventions.</i>	August, 2010	June, 2013
4-B	Create a teachers' class assignment schedule that will allow content area teachers to cooperatively plan lessons and review performance data.	Teachers who are often left alone to plan what to teach and who have little collaboration with others are common in less successful schools.	Rutter et.al. (1979). <i>Fifteen Thousand Hours: Secondary Schools and Their Effects on Children.</i>	August, 2010	June, 2013
4-A	Provide after-school supplemental education services for all students (on-site services).	Tutorials allow for increasing intensity, instructional time, and instructional focus.	Foorman, B., & Al Otaiba, S. (2009). <i>Reading Remediation: State of the Art.</i>	August, 2010	June, 2013
4-C	Create a monitoring plan to evaluate the effectiveness of all extended learning time activities.	Teachers must ensure the effective coordination of all instructional practices & proper implementation of all improvement strategies.	Blasé, K.A., & Fixsen, D.L. (2005, Summer). <i>The National Implementation Research Network: Improving the Science and Practice of Implementation.</i>	August, 2010	June, 2013
5-A	Use CNA data and include parents in the development of a new plan that addresses the expectations of the parents and the school.	Parents are more willing to become active participants when included in planning and developmental sessions.	Parent Teacher Association (n.d.). <i>National Standards for Family-School Partnerships.</i>	August, 2010	June, 2011
5-B	Create a school-community council to include parents and community members.	Excellent communication avenues and supports for school improvement are provided by councils.	Books, S.M. (2009). <i>A Case Study of School-Community Alliances that Rebuilt a Community.</i>	August, 2010	June, 2013
5-A	Create a school-parent compact to include vision, expectations, and monitoring for effectiveness.	A signed agreement between parents and school raises the level of commitment by both parties.	Epstein, J.L. (1995). <i>School/Family/Community Partnerships: Caring for the Children we Share.</i>	August, 2010	June, 2013
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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
5-B	Use ESC, and SIRC, experts to coach teachers on working and conferring with parents.	Teachers must be trained on being culturally sensitive and politically correct when conferring with parents and community members.	Arias, M.B., & Murillo-Campbell, M (2008). <i>Promoting ELL Parental Involvement: Challenges in Contested Times.</i>	August, 2010	June, 2013
5-C	Employ outreach activities and conduct meetings, trainings, and celebrations in church sites, neighborhoods, and community centers.	The school boundaries must not serve as barriers to the services that can be provided by the LEA and the campus.	Center on Innovation and Improvement. (n.d.). <i>SES Outreach to Parents.</i>	August, 2010	June, 2013
5-A	Promote parental involvement by grade level, subject area, or smaller learning community.	Parents are more apt to participate when invited to be part of a small, specialized group.	Brooks, S.M. (2009). A Case Study of School-Community Alliances that Rebuilt a Community. <i>School Community Journal</i>	August, 2010	June, 2013
5-C	Establish a support system that will promote and provide GED, literacy, and parenting classes.	The services provided by the LEA and campus should directly benefit the parents, as well as their children.	Hands, C. (2005). It's Who You Know and What You Know: The Process of Creating Partnerships between Schools and Communities.	August, 2010	June, 2013
5-C	Create partnerships with community based organizations that will address the social, emotional, and health needs of parent & child.	Addressing the social and emotional learning needs of children will promote well-being and school success.	Patrikakou, E., et. al., (2005) <i>School-Family Partnerships for Children's Success.</i>	August, 2010	June, 2013
6-A	Create and share with all students and teachers a value system that identifies core values, beliefs, expectations, and acceptable behaviors.	Teachers and parents must all share the same beliefs and model positive behavioral practices that will be learned by the children.	Blum, R.W., McNeely, C.A., & Rinehart, P.M. (2002). <i>Improving the Odds: The Untapped Power of Schools to Improve the Health of Teens.</i>	August, 2010	June, 2011
6-B	Create a safe learning environment that is appealing to all and conducive to learning.	Teachers must maintain a climate that allows them to teach and students to learn.	Center for Social and Emotional Education. (n.d.). <i>School Climate Research Summary.</i>	August, 2010	June, 2013
Add additional pages as needed.					

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

Part 3: Intervention Model

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

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6-A	Promote high expectations by expanding AVID, AP, and Pre-AP classes to all learners.	Students who are challenged to a higher level of performance and given the necessary support will be successful.	Bangser, M. (2008). <i>Preparing High School Students for Successful Transition to Post-Secondary Education & Employment.</i>	August, 2010	June, 2013
6-B	Implement a positive behavioral support (PBS) system to improve student discipline.	Acceptable behavior must be recognized and rewarded; standards must be communicated to all students.	Center for Social and Emotional Education. (n.d.). <i>School Climate Research Summary.</i>	August, 2010	June, 2013
6-C	Apply appropriate Respond to Intervention strategies and create support systems to address the different needs of all learners.	The academic or behavioral needs of all at-risk students must be immediately diagnosed and addressed.	Swap, S. (1993). <i>Developing Home-School Partnerships: From Concepts to Practice.</i>	August, 2010	June, 2013
6-C	Provide opportunities for all students to become members of extra-curricular clubs/organizations.	Students who are involved in extra-curricular activities are better disciplined and focused on academic grades.	National Governors Association. (n.d.). <i>Dropout Prevention and Recovery.</i>	August, 2010	June, 2013
6-A	Create a parental involvement plan that will address their needs (GED, literacy, social services) and help recruit parents as volunteers.	The parental involvement program should promote the development of services that directly benefit both parent and child.	Epstein, J.L. (1995). <i>School/Family/Community Partnerships: Caring for the Children we Share.</i>	August, 2010	June, 2013
7-C	Develop promotional videos and publications that will encourage high quality teachers to apply for employment.	Public schools must compete with the private sector and showcase their success, facilities, benefits, and work environment.	Guarino, C.M., Santibanez L., & Daley, G.A. (2006). <i>Teacher Recruitment and Retention: A Review of the Recent Empirical Literature.</i>	August, 2010	June, 2011
7-C	Ensure that the principal is allowed final approval of all teachers assigned to the campus.	Decisions of this type ultimately impact on the success or failure of the campus.	Garcia, P., & Potemski, A. (2009). <i>Recruiting Teachers for Schools Serving ELL.</i>	August, 2010	June, 2013
7-C	Develop promotional videos and publications that will encourage high quality teachers to apply for employment.	Public schools must compete with the private sector and showcase their success, facilities, benefits, and work environment.	Guarino, C.M., Santibanez L., & Daley, G.A. (2006). <i>Teacher Recruitment and Retention: A Review of the Recent Empirical Literature.</i>	August, 2010	June, 2011

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Part 3: Intervention Model		
Section D: Other Improvement Activities and Timeline (cont.)		

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7-C	Ensure that the principal is allowed final approval of all teachers assigned to the campus.	Decisions of this type ultimately impact on the success or failure of the campus.	Garcia, P., & Potemski, A. (2009). <i>Recruiting Teachers for Schools Serving ELL</i> .	August, 2010	June, 2013
7-C	Establish a merit pay program to encourage teachers to enroll in graduate-level programs in the content areas for professional growth and career ladder growth.	Incentive programs and opportunities for professional growth have proven to have a successful impact on the quality of service provided by teachers.	Teacher Advancement Program Foundation (n.d.). <i>Understanding the Teacher Advancement Program</i> .	August, 2010	June, 2013
7-C	Assign teachers to classes where the needs of the students are properly aligned with the competencies of the teacher.	Teachers assigned to a subject not aligned to their competency, degree, or area of certification will not experience success at the level that is expected.	Clotfelter, C., Ladd, H., Vidgor, J., & Wheeler, J. (2006). <i>High Poverty Schools and the Distribution of Teachers and Principals</i> .	August, 2010	June, 2013
7-A	Create an appraisal system which will identify school improvements and reward leaders, teachers, and staff member for their success.	Administrators and teachers should be compensated for performing above and beyond the level of others who may not have experienced this type of success.	Springer, M.G., Lewis, J.L., Podgursky, M.J., Ehler, M.W., Gronberg, T.J., Hamilton, L.S., ...Peng, A. (2009). <i>Texas Educator Excellence Grant (TEEG) Program: Three Year Evaluation Report</i> .	August, 2010	June, 2013
7-B	Provide ongoing subject-specific and high quality professional development.	Training should be directly aligned to the teachers' assignment and job-embedded.	Darling-Hammond, L. et.al. (2009). <i>Professional Learning in the Learning Profession</i> .	August, 2010	June, 2013
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.		
<p><input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i></p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0; background-color: #f0f0f0;"> <p>Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must</i> be checked.</p> </div> <p><input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i></p> <p><input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i></p>		

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>PSJA ISD will comply with the evaluation requirements that are established by the Texas Education Agency (TEA). PSJA ISD will submit all evaluation reports in the format requested by TEA. The district agrees to provide information needed to evaluate the effectiveness of the program including child, teacher, staff, classroom and school data. The district will solicit feedback and monitor progress on an on-going basis. PSJA ISD staff will use the information to provide for continuous improvement of the project. The Project Coordinator and campus staff will ensure feedback and continuous improvement through internal and external evaluations that assess the program's efficiency in meeting the stated goals and measurable objectives. Evaluations will be used to monitor and adjust the program as the stakeholders deem appropriate. The absolute priority is for the high school students to meet and exceed the state and local standards. This information will be used to measure progress and serve as a basis for program modifications or benchmarks of progress. Scores accumulated from progress reports and report cards will be used to gauge participants' academic improvement throughout the grant period. Monitoring will occur through demographic and testimonial information gathered from program participants, parents, staff, collaborating agencies, and the community. Program staff will monitor the academic progress reports, attendance, discipline referrals, and program absence reports. Analysis of the data will be performed on a frequent and continuous basis so as to yield feedback to the Project Coordinator and staff on a timely basis. The information will serve as a resource in the decision-making for continuous improvement on the program. The methods of evaluation referenced above provide for examining the effectiveness of the project strategies.</p> <p>Process evaluation will address implementation and will determine the degree to which project activities were implemented as designed. The Project coordinator will meet regularly to monitor activities and to ensure that activities are completed on time and effective strategies were implemented. Parent, student and staff surveys will be developed and administered to determine satisfaction with program components to identify potential program modifications. Results of the evaluation will identify challenges and program successes listed below:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Number of days the project activities were implemented; <input type="checkbox"/> Number of teachers/staff who participate in program activities; <input type="checkbox"/> Number of students who attended enrichment activities; <input type="checkbox"/> Use data to identify and implement an instructional program that is researched based and vertically aligned <input type="checkbox"/> Number of parents who participate in family enrichment activities. <input type="checkbox"/> Number of teachers who attended staff training <input type="checkbox"/> Number of students enrolled in dual enrollment, early college high school, or thematic learning, <p>The District TTIPS Project Coordinator (PC) will communicate with Pharr-San Juan-Alamo ISD district and campus administrators at least weekly throughout the three-year project period to monitor the planning, implementation, and achievement of all annual performance milestones of this TTIPS initiative. The PC will complete and deliver written Activity/Progress Reports to TEA as required. All planned activities and contracted services will be monitored and evaluated through observations, surveys, and formal and informal evaluation methods to determine their merits and effectiveness in achieving project aims. Any observations and recommendations will be closely monitored to enable the management team to determine the extent to which project weaknesses, problems, or concerns are addressed in a timely manner as the implementation proceeds. With such close monitoring and ongoing evaluation of activities, activity schedules, participant satisfaction and participation levels, the initiative will have the opportunity to continuously improve.</p> <p>PSJA ISD will comply with the evaluation requirements that are established by the Texas Education Agency (TEA) and submit all evaluation reports in the format requested. PSJA ISD will use data such as test scores and benchmarks tests for pre-assessing students to provide a beginning and process to help the students achieve their goals</p>		

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Schedule #4C—Performance Assessment and Evaluation		
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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>PSJA ISD will comply with the evaluation requirements that are established by the Texas Education Agency (TEA) and submit all evaluation reports in the format requested. PSJA ISD will use data such as test scores and benchmarks tests for pre-assessing students to provide a beginning and process to help the students achieve their goals. The Project Coordinator will conduct regular, internal monitoring to ensure compliance with all grant requirements and cooperate with program implementation as per Requirements in the Texas Title I Priority Schools Grant. The Project Coordinator will collect continuous feedback from participants in the program in order to revise the program as needed. The Project Coordinator will identify student needs by pre-assessment and then devise a plan to assist these students achieve and succeed in the assignments. PSJA ISD will provide quarterly progress reports in order to determine the status of the following: degree of planning, implementation, and evaluation of the project; degree of collaboration with SIRC, Region 1 ESC, and TEA staff; level of staff development training; level of services actually provided to the targeted population; level of the curriculum and instruction that is utilized; the quality of any products developed as part of the project; the strengths and weaknesses of the project; recommendations for modifying or improving the program as a result of on-going evaluation activities; and the level of compliance. The formative process will provide the opportunity to identify and correct problems on a timely fashion throughout the grant cycle. The TAKS data along with the PSJA ISD generated reports will provide the avenue to determine performance outcome. For the overall teacher outcomes of the program, the measurement is relatively straight-forward: Number of students performing at grade level in the core areas and Economically Disadvantaged students, Hispanic, and LEP students passing the TAKS exam, completion of courses, and advancement to the next grade level. Other outcomes will include a comparison between baseline and progress assessments. Information gathered from the on-going evaluations will be presented to key staff on a monthly basis allowing necessary changes to be implemented as needed. The instructional staff will administer tests, surveys, evaluations forms, and have open discussions with students to identify both academic and personal needs.</p> <p>Internal Communication, Coordination, and Reporting</p> <p>The following general schedule of communication will be observed throughout the funding period:</p> <ul style="list-style-type: none"> • Weekly—PC, PSJA Memorial High School Principal, support personnel, and project teachers communicate about implementation of project activities as needed; project teachers meet to adjust instructional activities and communicate with students, parents, and families as appropriate. • Monthly—ASCI meets with the PC to communicate updates and monitor and adjust project activities and management; PC works with district-level content-area specialists and Principal to schedule teachers and support staff to attend and participate in professional development. • Quarterly—PC and Principal administer anonymous response surveys to gather qualitative data to guide project implementation and benchmarking; PC works with financial/business staff to review project expenditures, coordinated funding, and school expenses to ensure compliance with district policies • Semi-annually—PC (as supported by ASCI, data personnel, and others) completes evaluation reports as required by TEA and reports results to the PSJA learning community via board meetings, faculty meetings, and other channels as appropriate; PC, Assistant Superintendent for Finance, Director of Grants, and Principal identify opportunities to sustain the project after the funding period ends <p>Annually—ASCI PC, and Principal meet to review program data, surveys, and reports; adjust reform activities and model implementation for the upcoming school year; and renew contracts with external service providers.</p>		

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Texas Title I Priority Schools Grant

Schedule #4C—Performance Assessment and Evaluation

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

Section 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

The District will implement an Improvement Cycle that will be continuous and involve various levels of teams in the process in short and long cycle. Through the District, the District Shepherd with support from the District Success Leadership Team and the Campus Principal with support of the Campus Success Leadership Team. The School Community Council will be instrumental to providing on-going monitoring of grant activities to monitor progress and evaluate results. On an annual basis for Campus Plans and District plans, the Teams will review student learning outcomes to identify areas of concern that need to change, assess operations and diagnosis areas of need and develop or modify improvement and service plans and monitor improvement and service plans to assess operational areas that need to change in particular to the campus and district plans and the grant plan. This improvement cycle will also be implemented on the campus level by Campus Success Leadership Teams to assess and determine changes to the existing improvement and services plans and work plans. The Superintendent and the School Board will also be an integral part of the process. The Teacher Leaders will report to the Principal on a weekly basis progress and/or changes made on 90 day work plans to be established and revised on an ongoing basis. The Principal will report on a biweekly basis to the District Shepherd progress and changes that need to be made in the plan. The District Shepherd will report to the District Success Leadership Team and the Superintendent on a monthly basis progress and changes that need to be made in the plan. The Superintendent will report to the School Board on a monthly basis. The Principal will report to the School Community Council on a quarterly basis and discuss possible changes and seek suggestions. The District Shepherd will report to TEA.

Input and recommendations for improvement will be sought from and evaluated by all Team members as appropriate. All Teams as appropriate on an ongoing basis or as per above will assess formative results and prepare a report of cumulative results including a graphic display of pre and post results and a brief but insightful narrative description of progress. All Teams as appropriate to their area of scope and responsibility will compare pre and post performance levels, report the results graphically and clearly as per above, disaggregate results when appropriate, and organize the information to assist in planning for the next cycle. All Teams will report the results of the improvement process, review the results, recognize and celebrate successes and analyze causes of unsatisfactory results. Recommendations will be developed for the next long-term - annual - and short term - 90 day - cycles.

Data collection procedures/instruments are summarized as follows:

Data Type	Instruments	Related Critical Success Factors*
Quantitative	Surveys, payroll records, attendance logs, sign-in sheets, certificates of participation, registration forms, AEIS data, student achievement data, teacher and administrator observation, inventories,	1A, 2A, 3A, 3C, 4A, 4B, 4C, 5A, 5C, 6A, 6B, 6C, 7B, 7C
Qualitative	Surveys, interviews, teacher and administrator observation, program participant feedback forms	1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4C, 5B, 5C, 7A, 7B, 7C

* See page 35 for the list of CSF codes

Internal data/evaluation staff and the contracted evaluation specialist or SIRC personnel will work with the Assistant Superintendent for Curriculum and Instruction, the TTIPS District the TTIPS Project Coordinator, and the PSJA Memorial High School Principal to define data analysis tasks that will yield usable data. Internal data specialists and systems Decision Ed, will greatly facilitate access to, disaggregation of, and use of data to improve instruction. Data analysis procedures will make use of statistical qualitative, analytical and presentation procedures to process and present data/findings. All project implementation benchmarks/milestones/performance objectives for the project period will be closely monitored to determine the extent to which they are achieved. More detailed procedures and systems will be designed during the first quarter of project year 1. See pages 45 and 46 for more information on how PSJA Memorial High School will use data for continuous program improvement.

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Process for Developing Campus Performance Goals:</p> <p>Campus administrators created a Performance Goals Committee whose members represented two groups: (1) teachers, parents, students who had originally served on the Comprehensive Needs Assessment Committee and (2) teachers and parents who had provided assistance to the campus in the listing to the improvement activities for each of the Critical Success Factors (re: Schedule #4B, Part 3, Section D). Administrators met with the members of the Performance Goals Committee and provided copies of both reports, the identified needs of the campus and the improvement activities for each Critical Success Factor. Committee members were grouped into work groups (CSF 1, CSF 2, CSF3...CSF7), charged with the responsibility of becoming familiar with the contents of both reports, and advised of a follow-up meeting wherein they could ask questions, discuss concerns, and be given a new assignment.</p> <p>Follow-up meetings with each respective work group (CSF 1) were conducted. A review of the improvement activities listed for each group was conducted. A review of the Performance Goals was conducted; the intent was to ensure that all members visualize the correlation between the goals and the improvement activities. Members of each group were provided a copy of the work sheet detailing the requirements (instruments, data, and yearly goals) for each measure and instructed to provide assistance by providing the information that pertains to their group. A campus administrator will guide the process and will be available to provide assistance. A two-day work period was given for the completion of this report.</p> <p>Participating Groups:</p> <ol style="list-style-type: none"> 1. Classroom teachers 2. Grade level team leaders 3. Counselors 4. Assistant principals 5. LEA representative (Content Area Specialist) 6. Students 7. Parents 8. Community representatives 		

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Texas Title I Priority Schools Grant Schedule # 4C—Performance Assessment and Evaluation		
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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).		
Pharr-San Juan-Alamo ISD conducts a district-wide comprehensive needs assessment annually and campus-specific needs assessments semi-annually (described more fully on page 16). Together with multiple methods and processes to collect student achievement data (daily, weekly, monthly, every 6 weeks, semi-annually, and annually), PSJA's senior administrators and the Memorial High School principal rely on these two major processes to set performance goals for each campus and for the district as a whole. The following table illustrates the connections between and among the TTIPS Performance Goals and the current slate of Performance Goals identified by Memorial High School.		
TTIPS Performance Goal/Critical Success Factors	Memorial High School Performance Goals 2009-2010	
1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math A. Data-driven instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction	<ul style="list-style-type: none"> • Increase Student Achievement • Improve Curriculum and Instruction • Improve Staff Development • Improve the Use of Technology to Enhance Instructional Delivery 	
2 – Increase the Use of Quality Data to Drive Instruction A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication	<ul style="list-style-type: none"> • Improve Staff Development • Improve the Use of Technology to Enhance Instructional Delivery 	
3 – Increase Leadership Effectiveness A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization	<ul style="list-style-type: none"> • Improve Staff Development • Improve the Use of Technology to Enhance Instructional Delivery 	
4 – Increase Learning Time A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning	<ul style="list-style-type: none"> • Improve Curriculum and Instruction • Improve Staff Development • Improve the Use of Technology to Enhance Instructional Delivery 	
5 – Increase Parent/Community Involvement A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services	<ul style="list-style-type: none"> • Increase Parental/Community Involvement 	
6 – Improve School Climate A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities	<ul style="list-style-type: none"> • Increase Student Attendance • Improve Campus Climate 	
7 – Increase Teacher Quality A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies	<ul style="list-style-type: none"> • Improve Curriculum and Instruction • Improve Staff Development • Improve the Use of Technology to Enhance Instructional Delivery 	

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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	TAKS	82	85	88	90
2	Improve Student Achievement in Mathematics	TAKS	60	66	73	80
3	Improve Student Achievement in Science	TAKS	54	62	71	80
4	Improve Student Achievement in Social Studies	TAKS	87	89	91	93
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
1	Teachers will complete a minimum of 8 hours per year of specialized training on collecting, interpreting, and applying data to instruction.	Prof.Dev.Records Log-In Reports	DNA	8 hours	8 hours	8 hours
2	The percentage of teachers who will use data for differentiating instruction will increase.	Data Log-In Rpts	DNA	90%	95%	100%
3	Research-based programs that address students' needs and selected through the use of data	Listing of SBR programs Purchase records	DNA	2	4	4
4	Increase in the percentage of students who are successful in the ACT.	ACT	3.8%	10%	15%	20%
5	Increase in the percentage of students completing advanced courses or courses for credit	AEIS Reports	56.6%	60%	75%	90%

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Texas Title I Priority Schools Grant

Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase in the number of teachers identified as having leadership qualities and assigned leadership roles.	Teachers' names Special duty roster	DNA	10	20	25
2	Increase the number of leadership teams whose members are recognized for their skills.	Team names & responsibilities	DNA	5	7	10
3	Increase the number of teachers as members of the SBDM Council.	Membership roster	DNA	10	15	20
4	Increase in the percentage of teachers with a favorable response to a survey on evaluating the leadership skills of the principal.	IRRE Occupational Health Survey	DNA	80%	95%	100%
5	Improvements to the campus state rating, as guided by the campus principal.	AEIS Report	Academically Acceptable	Recognized	Exemplary	Exemplary

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	Extend the instructional time of the regular school day by 45 minutes four times per week.	Master schedule Teachers' class assignments	DNA	90 hours	90 hours	90 hours
2	Schedule Saturday instructional activities in pre-selected community sites (3 hours/2 days wk. x 30 wks.)	Schedule of services Sign-in rosters	DNA	180 hours	180 hours	180 hours
3	Increase the number of teachers whose flexible schedule will allow cooperative lesson planning.	Master Schedule	DNA	20 teachers	37 teachers	55 teachers
4	Teachers will complete 6 hours of training every year on effectively using extended time in their classroom.	Agenda Sign-In Rosters	DNA	6 hours	6 hours	6 hours
5	Decrease in the percentage of students failing one of four core areas classes.	Core Area Pass/Fail reports	DNA	35%	15%	5%

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Texas Title I Priority Schools Grant 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 in the percentage of parents who attend meetings, academies, or special events related to their child's education.	Sign-In Rosters	DNA	20%	35%	75%
2	Increase in the percentage of parents who are volunteers at the campus.	Program records Sign-in rosters	DNA	10%	15%	25%
3	Number of parents who will sign the school-parent compact.	Signed agreement	DNA	500	750	900
4	Number of educational outreach activities to be conducted by the campus.	Record of activities Sign-in rosters	DNA	6	6	6
5	Number of parents enrolled in GED, literacy, parenting, and other support system classes.	Class lists Sign-in rosters	DNA	25	25	30
Improve School Climate – Enter the annual goals for improving the school climate, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase in the percentage improvement to the student attendance rate.	ADA Reports	DNA	10%	15%	25%
2	Reductions to the percentage of students referred due to disciplinary reasons.	Disciplinary Records	DNA	30%	20%	10%
3	Increase in the percentage of students enrolled in advanced classes.	Class Lists Student Class Schedule	DNA	5%	15%	30%
4	Increase in the percentage of students who participate in extra-curricular activities.	Team rosters Club rosters	DNA	10%	25%	50%
5	Increase in the percentage of teachers who will respond favorably to school climate survey	School Climate Survey	DNA	30%	60%	90%

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Texas Title I Priority Schools Grant Schedule # 4C—Performance Assessment and Evaluation						
Part 3: Annual Performance Goals						
Increase Teacher Quality – Enter the annual goals for increasing teacher quality by measures identified by the LEA, to which the LEA is holding the campus accountable.						
#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the number of teachers who attend professional development.	Sign In Sheets	DNA	60%	75%	95%
2	The number of teachers who complete graduate hours in their core content area	College Transcripts	DNA	3	4	5
3	Percentage increase in student achievement in core content areas. Increases will be tied to financial incentives.	TAKS/EOC	DNA	2%	4%	6%
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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Texas Title I Priority Schools Grant Schedule # 4D—Equitable Access and Participation: Barriers and Strategies				
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary				
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276		
\Project Period: August 1, 2010 through June 30, 2013				
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs 5B 6100	\$703,988	\$	\$	\$703,988
Professional and Contracted Services 5C 6200	\$391,650			\$391,650
Supplies and Materials 5D 6300	\$647,200			\$647,200
Other Operating Costs 5E 6400	\$131,000		\$30,000	\$161,000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only) 5G 6600/15XX	\$38,000			\$38,000
Total Direct Costs	\$1,941,838		\$30,000	\$1,971,838
1.708% Indirect Costs		\$33,166		
Grand Total				
Total Budgeted Costs:	\$1,941,838		\$30,000	\$1,971,838
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$1,971,838
Multiply by .05 (% limit)				X .05
Enter Maximum Allowable for Administration, including Indirect Costs				\$98,591.00

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Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$1,971,838.00 Year 2: SY 2011-2012 \$1,971,838.00* Year 3: SY 2012-2013 \$1,971,838.00*		
* Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
Provide any necessary explanation or clarification of budgeted costs		
<p>The expenses in the budget are to support activities of the TIPPS project. District and campus staff will travel to required trainings. In addition, the District/Campus will provide support services as required by the grant and contracts for development/purchase of a customized performance management system, Positive Behavior Support, curriculum alignment with TEKS, and a comprehensive formative assessment system. The funds will support the grant implementation by providing extra duty pay for campus teachers, district staff, and principals involved in time spent on increasing learning time for students, attending specialized professional, providing operational flexibility to implement strategies leading to improved student achievement and graduation rates, and planning curriculum changes over and aligning curriculum. The district will hire consultants to be involved in assessment of staff incentives system and the development of principal and teacher evaluation system. Substitutes are provided for days teachers will spend off campus on site visits, professional development and other activities directly related to the grant activities.</p>		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Classroom Teachers	100 core teachers@ \$2000 = \$100,000 Merit pay for the 10% increase in TAKS scores from one school year to the next	100			\$200,000
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator	Campus Shepherd: This position will facilitate and coordinate all activities to meet all the needs of the grant on our campus before, during, and after school hours; etc.	1			\$60,000
6	Team Leaders	Team Leaders will facilitate and coordinate all activities before, afterschool, and during the summer. 8 team leaders will receive a stipend of \$1,500 per semester. 8 x \$3,000 = \$24,000	8			\$24,000
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk	The purpose of this data entry clerk will be to assist with data entry for the TTIPS grant purposes (will complete requisitions, work with P.O.s, and help with other support services)	1			\$35,000
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:	Math Strategist - This person will assist Math department chair, plan teacher trainings and professional development, assist with lesson plans and instruction, help with disaggregation of data, help schedule student tutoring and academies	1			\$60,000
23	Title:	ELL Strategist - This person will assist English department chair, plan teacher trainings and professional development, assist with lesson plans and instruction, help with disaggregation of data, help schedule student tutoring and academies	1			\$60,000
24	Title:					

25	Title:				
26	Subtotal Employee Costs			\$	\$439,000
Substitute, Extra-Duty, Benefits					
27	6112	Substitute Pay – This amount is to help pay for substitutes when teachers are sent for professional development and other trainings during the school day. 160 teachers x \$85.00 Sub.pay= \$13,600 \$13,600 x 5 days = \$68,000		\$	\$68,000
28	6119	Professional Staff Extra-Duty Pay *This amount is to help pay teachers for curriculum writing, planning and teaching for tutoring hours afterschool and on the weekends, and planning for special academies. 55 teachers x 16 hrs. x 25.00 hr. = \$22,000 *2 Teacher Leaders will work 2 summer sessions of the Summer Bridge Program and will help with the implementation, planning, and scheduling of teachers and students, student activities and classes @ \$10,000) *Summer Bridge Program: 6 teachers will be paid from local funds for the 2 summer sessions. (6 teachers @\$4,800 each x2 sessions= \$57,600)			\$89,600
29	6121	Support Staff Extra-Duty Pay			
30	6140	Employee Benefits Total benefits \$439,000 x 18% =\$79,020 + Sub. pay benefits \$68,000 x 18%= \$12,240 + Extra-Duty Pay \$89,600 x 18% = \$16,128 (\$79,020 +\$12,240 + \$16,128 = \$107,388			\$107,388
31	Subtotal Substitute, Extra-Duty, Benefits Costs			\$	\$264,988
32	Grand Total Payroll Budget (line 26 + line 31)			\$	\$703,988

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Texas Title I Priority Schools Grant

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

Expense Item Description		Pre-Award	Total Amount Budgeted
621	Audit Costs (other than audits required under OMB Circular A-133)		
2	Specify purpose: _____	\$	\$
626	Rental or Lease of Buildings, Space in Buildings, or Land		
9	Specify purpose and provide calculation: _____		
629	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)		
9	Specify purpose: _____		
629	Scholarships and Fellowships (not allowed for nonprofit charter schools)		
9	Specify purpose: _____		

Subtotal

6200 – Professional and Contracted Services Cost Requiring Specific Approval

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

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Reg.1 Prof.Dev. – Leave No Teacher Behind: Using mentoring skills to improve instruction (3 trainers @ \$800 x *4 days = \$4,800) *2 day training & 1-3 days on-site	\$4,800	\$	\$4,800
2.	Online Professional Development	\$3,000		\$3,000
3.	Reg.1 Prof.Dev. – Improving Literacy Skills in the Content Area Classroom (3 trainers @ \$800 x *4 days = \$9,600) *2 day training & 2 days on-site	\$9,600		\$9,600
4.	Reg.1 Prof.Dev. – Building Academic Vocabulary in the Content Areas (3 trainers @ \$800 x *4 days = \$9,600) *2 day training & 2 days on-site	\$9,600		\$9,600
5.	Reg.1 Prof.Dev. – Math Content Training (3 trainers @ \$800 x *3 days = \$7,200) *for a 2 day training & 1 day on-site	\$7,200		\$7,200
6.	Reg.1 Prof.Dev. – Math and the English Language Proficiency Standards (3 trainers @ \$800 x 2 days = \$4,800)	\$4,800		\$4,800
7.	Reg.1 Prof.Dev. – Science Strategies for English Language Learners (3 trainers @ \$800 x 2 days = \$4,800)	\$4,800		\$4,800
8.	Reg.1 Prof. Dev. – Principal/Leader Competency Review Process Fee of \$3,500	\$3,500		\$3,500
9.				
10.				

Subtotal

Professional and Consulting Services Less than \$10,000

\$

\$ 50,900

Professional and Consulting Services (6219) Greater than or Equal to \$10,000

1. Description of Professional or Consulting Service (Topic/Purpose/Service):

Ronnie Cabrera – Motivational Speaker for Parents

Topics of sessions are as follows:

Session 1: Hardships in Life, Session 2: Overcoming the Language Barrier,
& Session 3: Overcoming Obstacles to Reach Success in Life

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
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	Contractor's Payroll Costs		\$ 3,600	\$	\$ 3,600
	Title: Motivational Speaker				
	Subgrants, Subcontracts, Subcontracted Services				
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$	\$	\$ \$3,600

Professional and Consulting Services (6219) Greater than or Equal to \$10,000

1. Description of Professional or Consulting Service (Topic/Purpose/Service):

Family Leadership Institute (FLI) – Mrs. Consuelo Kickbush (Educational Achievement Services (FLI) The Family Leadership Institute is a multifaceted educational curriculum focused on providing families with the knowledge, tools, and inspiration to help their children succeed in school and in life. 1 year x \$75,000 = \$75,000

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs		\$ \$75,000	\$	\$ 75,000
	Title: Motivational Speaker				
	Subgrants, Subcontracts, Subcontracted Services				
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$	\$	\$ 75,000

2. Description of Professional or Consulting Service (Topic/Purpose/Service):

District Shepherd:

Hire a Project Director to manage, coordinate, and oversee all grant activities; implement and facilitate staff training; develop and maintain an organizational chart; serve as the main contact with TEA and keep all members informed. This amount will be funded by our campus. (1 FTE)

Contractor's Cost Breakdown of Service to be Provided		# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
	Contractor's Payroll Costs		\$ \$75,000	\$	\$ 75,000
	Title: Motivational Speaker				
	Subgrants, Subcontracts, Subcontracted Services				
	Supplies and Materials				
	Other Operating Costs				
	Capital Outlay (Subgrants Only)				
	Indirect Cost (____%)				
Total Payment:			\$	\$	\$ 75,000

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)				
Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)				
3. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Reg.1 Prof. Dev. – Coaching for Educational Leaders (5 days @ \$125 per hour x 30 hours = \$3,750 = \$18,750 administrative team members)				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 18,750	\$	\$ 18,750
Title: Coaching for Educational Leaders				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$ 18,750
4. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Hire an Independent Evaluator				
Professional Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 160,000	\$	\$ 160,000
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$	\$	\$ 160,000
5. Description of Professional or Consulting Service (Topic/Purpose/Service):				
Reg.1 Prof.Dev. – Universal Design for Learning-Administrators Academy				
5 trainers @ \$800 x 4 days = \$12,000				
*1 day training & 1-3 days on-site				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$ 12,000	\$	\$ 12,000
Title:				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (%)				
Total Payment:		\$ 12,000	\$	\$ 12,000
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$340,750
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
				\$50,900
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				\$340,750
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:				\$391,650

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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			\$	\$280,900	
	#	Type	Purpose			Quantity
	1	Desktop Computers	For students to use in 25 classrooms in rotation at computer stations (3 desktop computers per computer station = 75 desktop computers) Each desktop @ \$660 x 75 = \$49,500			75
	2	Mobis Pads *from E-Instruction	Interwrite Mobi Wireless Tablet - Interactive handheld Mobile Whiteboard for students to use @ \$333 each (@ \$333 x 100 tablets = \$33,300)			100
	3	Clickers	Set of 32 for \$2200 x 3 sets= \$6600			32
	4	Mobile Labs	\$38,300 per mobile lab & cart Total per department = \$191,500			5
5						
6399	Technology Software- Not Capitalized EdOptions= A credit recovery program @ 75 licenses at \$900 for the year = \$67,500 Eduphoria= 100 teachers @ \$5,000 DecisionEd= \$346 for each license @ 100 teachers = \$34,600				\$107,100	
6399	Supplies and Materials Associated with Advisory Council or Committee					
SUPPLIES 1. THEA College Entrance Exams: Allow students 8 th -12 th grade the opportunity to be administered the THEA exam. 2,600 THEA Exams x \$27.00 = <u>\$70,200</u> 2. College Textbooks: Purchase of college textbooks for students in Dual Enrollment courses in Core and Career Technical Education Courses 1400 college textbooks x \$50.00 = <u>\$70,000</u> 3. 2,300 AP Exams @ \$13.00 = <u>\$29,000</u> 4. Student supplies, manuals, books, manipulatives, project supplies, program materials such as copies and reference materials on varied assessment/curriculum projects (6 departments at \$15,000 each department) = <u>\$90,000</u>					\$259,200	
Total Supplies and Materials Requiring Specific Approval:					\$388,000	
Remaining 6300- Supplies and Materials that do not require specific approval:					\$259,200	
Grand Total				\$	\$647,200	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: NSCD National Conference @ \$30,000 Summer Team Training 5 days for 8 members @ \$31,000			\$30,000	\$ 61,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: Conference travel for Leadership				\$20,000
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: Establish merit pay for graduate hours in core areas for teachers				\$30,000
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose:				
Total 64XX- Operating Costs Requiring specific approval:					111,000
Remaining 6400 - Other Operating Costs that do not require specific approval: College-Readiness Field Trip to University of Texas in Austin @ \$15,000 College-Readiness Field Trip to the University of Texas at Pan-American @ 2 trips of \$5,000 = \$10,000 College-Readiness Field Trip to Texas A&M University in College Station @ \$15,000 College-Readiness Field Trip to South Texas College @ 2 trips of \$5,000 = \$10,000					\$50,000
Grand Total				\$30,000	161,000

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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					
66XX/15XX- Technology Hardware - Capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX/15XX- Technology Software- Capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX/15XX- Equipment and Furniture					
19	Media Technology Center – Sony Switcher x 2 (@ \$19,000 each)	\$38,000	2		\$38,000
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:					\$38,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-909</u> 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>108-909</u> County-District No.
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>108-909</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	 <u>108-909</u> 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.

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108-909 County-District No.
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5. the **Age Discrimination Act of 1975**, as amended (prohibition of discrimination on basis of age), and any regulations issued thereunder, including the provisions contained in 34 CFR Part 110;
6. the **Family Educational Rights and Privacy Act (FERPA) of 1975**, as amended (ensures access to educational records for students and parents while protecting the privacy of such records), and any regulations issued thereunder, including **Privacy Rights of Parents and Students** (34 CFR Part 99), if Contractor is an educational institution (20 USC 1232g);
7. Section 509 of H.R. 5233 as incorporated by reference in P. L. 99-500 and P. L. 99-591 (**prohibition against the use of federal grant funds to influence legislation pending before Congress**);
8. **Pro-Children Act of 2001**, which states that no person shall permit smoking within any indoor facility owned or leased or contracted and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children [P. L. 107-110, Section 4303(a)]. In addition, no person shall permit smoking within any indoor facility (or portion of such a facility) owned or leased or contracted and utilized for the provision of regular or routine health care or day care or early childhood development (Head Start) services [P. L. 107-110, Section 4303(b)(1)]. Any failure to comply with a prohibition in this Act shall be considered to be a violation of this Act and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty, as determined by the Secretary of Education (P. L. 107-110, Section 4303(e)(1)).
9. **Fair Labor Standards Act (29 USC 207)**, **Davis Bacon Act (40 USC 276(a))**, and **Contract Work Hours and Safety Standards Act (40 USC 327 et seq.)**, as applicable, and their implementing regulations in 29 CFR 500-899, 29 CFR Parts 1,3,5, and 7, and 29 CFR Parts 5 and 1926, respectively.
10. **Buy America Act**: Contractor certifies that it is in compliance with the Buy America Act in that each end product purchased under any federally funded supply contract exceeding \$2,500 is considered to have been substantially produced or manufactured in the United States. End products exempt from this requirement are those for which the cost would be unreasonable, products manufactured in the U. S. that are not of satisfactory quality, or products for which the agency head determines that domestic preference would be inconsistent with the public interest. Contractor also certifies that documentation will be maintained that documents compliance with this requirement (FAR 25.1-.2).
11. P.L. 103-227, Title X, Miscellaneous Provisions of the GOALS 2000: Educate America Act; P.L. 103-382, Title XIV, General Provisions of the Elementary and Secondary Education Act, as amended; and General Education Provisions Act, as amended.
12. **Prohibition of Text Messaging and E-mailing while Driving during Official Federal Grant Business**: Personnel funded from federal grants and their subcontractors and subgrantees are prohibited from text messaging while driving an organization-owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using organization-supplied electronic equipment to text message or e-mail while driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009 (pursuant to provisions attached to federal grants funded by the U.S. Department of Education).

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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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>108-909</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: center;"> <u>108-909</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	108-909 County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>108-909</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	108-909 County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)
Do not sign and submit this disclosure form unless lobbying activities are being disclosed.

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

(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 – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<div style="text-align: right;"> <u>108-909</u> County-District No. </div>
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

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

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4. Highly Qualified:

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

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that–

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

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

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

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

Revised 03/03

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

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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--
- 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.
- 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

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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