

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>La Joya ISD</b> Organization Name	108912 County-District#
		Henry B. González Elem. Campus Name	115 Campus Number
		174600155 9-Digit Vendor ID#	1 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

### Texas Title I Priority Schools Grant

#### Schedule #1 – General Information

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

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

**Project Beginning Date:** 08/01/2010

**Project Ending Date:** 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

#### Part 1: Index to the Application

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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input 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
Alda	T	Benavides	Superintendent of Schools
Phone	Fax	Email	
956-580-5000	956-580-5444	a.benavides@lajoyaisd.net	

**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:

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.

**701-10-112-178**

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

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #1—General Information</b>				
<b>Part 3: Applicant Information</b>				
<b>Local Educational Agency (LEA) Information</b>				
LEA Name				
La Joya ISD				
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
201 E. Expressway 83		La Joya	TX	78560
U.S. Congressional District Number	Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code	NCES Identification Number	
Tx-028	024102451	4P5R2	482613008295	
Campus Name			County-District Campus Number	
Henry B. González Elementary School			108-912-115	
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
3912 N. FM 492		Mission	TX	78574
<b>Applicant Contacts</b>				
<b>Primary Contact</b>				
First Name	Initial	Last Name	Title	
Belinda		Garza	Teacher	
Telephone	Fax	Email		
956-580-8870	956-580-8885	b.garza2@ljjisd.com		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
3912 N. FM 492		Mission	TX	78574
<b>Secondary Contact</b>				
First Name	Initial	Last Name	Title	
Yolanda		Salazar-Meave	Principal	
Telephone	Fax	E-mail		
956-580-8870	956-580-8885	y.salazar@ljjisd.com		
Mailing Address Line – 1	Mailing Address Line – 2	City	State	Zip Code
3912 N. FM 492		Mission	TX	78574

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**Texas Title I Priority Schools Grant**  
**Schedule #3—Purpose of Amendment**

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

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

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

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

**Part 2: Revised Budget**

Complete this part if there are any budgetary changes.

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

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

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

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



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

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

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

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<b>Part 4: TEA Program Assurances</b>			
<b>#</b>	<b>TEA Assurance Description</b>		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the <b>transformation model</b> , the campus assures That it will it implement the following federal requirements. <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness.             <ol style="list-style-type: none"> <li>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.</li> <li>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;</li> <li>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</li> <li>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"> <li>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</li> <li>2. Are designed and developed and with teacher and principal involvement</li> </ol> </li> </ol> </li> </ol>		

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

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



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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4A—Program Abstract</b>		
<b>Part 1: Grant Eligibility</b>		
<input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus		
<b>Identify which timeline the LEA/Campus the applicant will implement.</b>		
<input type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input checked="" type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
<b>Part 2: Grant Program Summary.</b> Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Through the implementation of the "Success through Transformation, Academics, Resources, & Responsibility" (TTIPS) Grant, Henry B. Gonzalez Elementary expects to improve student achievement through implementation of the transformation model which includes: <ul style="list-style-type: none"> <li>Improving academic performance in Reading and Math</li> <li>Increasing teacher quality</li> <li>Improving school climate</li> <li>Increasing leadership effectiveness</li> <li>Increasing use of quality data to drive instruction</li> <li>Increasing parent/community involvement</li> <li>Increasing learning time</li> </ul>		
To improve academic performance in Reading and Math, teachers will be involved in on-going planning sessions such as horizontal and vertical team meetings to align curriculum. Teachers will effectively communicate in order to make quality data-driven decisions, and will monitor instruction by disaggregating student data to identify weak objectives and target instruction to improve student achievement. In turn the analyzed data will drive the enriched instruction. Furthermore, the instruction will be enhanced by innovative technology and small group classes by acquiring staff/coaches.		
Henry B. Gonzalez Elementary will increase teacher quality by utilizing strategies to recruit and retain teachers. We will continue to provide the opportunity of existing teachers to participate in the interviewing and hiring process of highly qualified personnel. Teachers will attend staff development trainings and conferences that will enhance the needs that have been identified by student achievement data and by conducting staff surveys. Classroom visits will be made by administrators to ensure that the methods learned are embedded into instruction. They will also be made by colleagues to collaborate and improve teacher quality. In turn, these strategies will transform teachers into effective leaders at Henry B. Gonzalez Elementary.		
To improve school climate, we will promote student and staff participation in newly developed extra/co-curricular activities to increase attendance and decrease student referrals. Opportunities for these activities will provide students a chance to participate in positive interactions with peers. It will allow them to collaborate with others in a non-threatening environment as well as acquire social support to improve their self-esteem.		
Henry B. Gonzalez will also allow the opportunity for input by inviting parents and community members to Site Based Decision Making (SBDM) forums. Teachers will conduct parent surveys and inform parents of the expectations of the student-parent-teacher compact and provide parent education sessions on culturally relevant topics.		
In conclusion, the instructionally focused calendar will increase learning time through flexible scheduling such as extended learning days, weeks, years, and regrouping of students based on academic needs. Teachers will also be allowed extended planning sessions to collaborate with colleagues and ultimately improve student achievement.		



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<b>Texas Title I Priority Schools Grant</b>																	
<b>Schedule #4B—Program Description</b>																	
<b>Part 1: Comprehensive Needs Assessment</b>																	
<b>Section A: Campus Grade Levels</b>																	
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	73	75	93	98	107	93	106									645	
Open-Enrollment Charter School																0	
<b>Total Students:</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	645	
<b>Total Instructional Staff</b>															44		
<b>Total Support Staff</b>															16		
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>																	
1	Qualitative: Campus Teacher Surveys (multiple instructional programs and departments)																
2	Qualitative: Campus Administrator Surveys (multiple instructional programs and departments)																
3	Qualitative: Classroom Observations (multiple instructional programs and departments)																
4	Qualitative: Parent Surveys (overall educational feedback and involvement)																
5	Qualitative: Student Surveys (instructional fidelity, safety, general feedback to superintendent)																
6	Quantitative: TAKS, AYP, AEIS, PBMAS, TELPAS, TPRI, Tejas Lee																
7	Quantitative: Report Card Grades, Six Weeks Grades, Benchmark Data																
8	Quantitative: Applicable Pre/Post Tests, Attendance Reports																
9																	
10																	

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>																						
<b>Part 1: Comprehensive Needs Assessment Cont.</b>																						
<b>Section C: Process</b> Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).																						
<b>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</b>																						
<p>Henry B. Gonzalez Elementary, whose total population is 696, has been serving grades Pre-Kinder through 5th for 10 years. The student population consists of 99% Hispanics, 1% White and Asian. Of these populations, 64.13% are identified as English Language Learners (ELL), 10% Migrant, and 95.5% as identified as economically disadvantaged. Our population, whose primary language is Spanish, has close cultural, economic and family ties with Mexico due to past and present immigrant trends. As a result of the outburst of violence in the Northern states of Mexico there has been an influx of Mexican immigrants crossing the South Texas border causing a 5% increase to our campus population. The majority of our new Spanish speaking students have limited or no formal schooling which in turn impacts the students' ability to perform at their full potential. Many of these students have spent the majority of their childhood not building the foundations needed for a successful academic career. Furthermore, many of these students have lost valuable learning time because of the outbreak of violence in their previous country.</p> <p>Our campus is located in a rural community with limited access to outreach organizations such as museums, libraries, hospitals, and boys and girls clubs. Many of our parents do not have the resources or the financial funds to provide these quality enrichment activities, thus preventing their child from experiencing a well rounded education. Since many of our students come from families of a low socioeconomic status, they are not aware of the many opportunities that can be explored outside of their local community.</p> <p>Due to our students' family high mobility rate and yearly district rezoning, our student population is not consistent. Therefore our staff is unaware of incoming students' academic, behavioral, and social needs. Many of our students have relocated within the district, community, and state several times throughout the academic school year. This has in turn left students with incomplete or insufficient academic knowledge. In referring to the data below, over the past three years our scores have decreased an average of 4% in Reading and 5% in Math.</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>2007</u></th> <th style="text-align: center;"><u>2008</u></th> <th style="text-align: center;"><u>2009</u></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">78%</td> </tr> <tr> <td>Math</td> <td style="text-align: center;">84%</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">84%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">88%</td> </tr> <tr> <td>Science</td> <td style="text-align: center;">70%</td> <td style="text-align: center;">78%</td> <td style="text-align: center;">77%</td> </tr> </tbody> </table> <p>As a campus, our TPRI/Tejas Lee results show minimal gains in spelling, comprehension, and fluency. Our TELPAS data indicates that 80% of our ELL population has not met an advanced high composite rating. In addition, an estimated 10% of our population per grade level is retained every year for not meeting end of the year criteria set by the district.</p> <p>Despite existing incentives to increase attendance, our school continues to lack in achieving the required 97% state attendance goal. Our community needs an increased awareness of the value and importance of being in school every day. Regular attendance promotes new learning and is crucial to the development and education of students.</p> <p>Overpopulated classrooms decreased the amount of opportunities for small group instruction for many of our teachers. Our teachers and students are plagued with overcrowded classrooms and this decreases the potential for academic success. In striving to achieve our campus goals, teachers would benefit from a low teacher-to-student ratio by allowing more one- to-one, and small group instruction, as well as teacher- student conferencing opportunities. By incorporating innovative technology in our classrooms we will engage students in learning. However, since many of our teachers lack the expertise on how to efficiently utilize these technologies an opportunity will be given to teachers to learn how to properly implement this technology in innovative and engaging classroom lessons.</p> <p>Lastly, since our campus has a high percentage of English Language Learners (ELL) our teachers require additional trainings in order to provide valuable instruction to this subgroup of students. In order for these students to make quality gains, teachers would benefit in receiving supplemental trainings to acquire additional knowledge on aiding students who have been unsuccessful at obtaining the English language.</p>				<u>2007</u>	<u>2008</u>	<u>2009</u>	Reading	81%	85%	78%	Math	84%	89%	84%	Writing	89%	94%	88%	Science	70%	78%	77%
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<b>Part 1: Comprehensive Needs Assessment Cont.</b>			
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>			
<b>1</b>	Students		
<b>2</b>	Parents		
<b>3</b>	Community Members		
<b>4</b>	Teachers		
<b>5</b>	LEA and Campus-based Administrators		
<b>6</b>	LEA and Campus-based Support Staff		
<b>7</b>	Technical Assistance Partners (from Regional Service Center, TEA, and USDE)		
<b>8</b>	Educational Consultants (based on individual needs)		
<b>9</b>			
<b>10</b>			

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<b>Part 2: Project Management</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <i>one page each</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Capacity --</b> Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.		
<p>La Joya ISD's established resources and support services make it possible for all awarded campuses to fully and effectively implement the required activities of the school intervention model. Enabled by the district's capacity, awarded campuses will be able to carry out all required activities for the duration of the grant. This will occur, of course, only as a support system as the LEA recognizes that School Improvement Grants (SIG) funds are campus-based funds and must be expended this way.</p> <p>Our LEA fully understands that awarded campuses will need its unconditional support to be successful through their transformation process. The capacity in place to provide resources and support services with specialists in the area of curriculum and instruction include: Advanced Academic Services, Athletic, Bilingual/ESL, Career and Technical Education (CTE), Content Area (Math, Reading, Science, and Social Studies) Departments, Curriculum and Evaluation, Early Childhood, Elementary Education, Federal and State Programs, Fine Arts, Migrant Education, Physical Education/Health, Secondary Education, Section 504 / GEH and Dyslexia, Special Education, and Staff Development. The capacity in place to provide resources and support services with specialists in the area of administration and finance include: Accounting Accounts Payable, Asset Management, Budget &amp; Finance, Child Nutrition Services, Custodial, Employee Assistance Benefits, Facilities, Payroll, Physical Plant Operations, Purchasing and Warehouse Operations, Risk Management, School Support Services, and Transportation. Additionally, there are specialists in the following areas: Academies, Computer Services, Dropout Prevention, Guidance &amp; Counseling / Safe &amp; Drug Free Schools and Community (SDFSC), Health Services, Instructional Resources &amp; Technology, Library Media/Textbook, Public Education Information Management System (P.E.I.M.S), Parental Involvement, Print Shop, Student Services, and the Television Station.</p> <p>To ensure that each awarded campus uses the LEA's resources and support services fully and effectively to implement the required activities of the school intervention model, the newly-established TTIPS Grant Department will work closely with all of the previously-mentioned departments. This collaboration with each campus TTIPS Grant team (principal, campus grant administrator, campus grant secretary, Site-Based Decision Making (SBDM) committee, others) will make it possible for the timely implementation of required activities.</p>		

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<b>Partnership/Involvement of Others</b> – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>Local Education Agency representatives of the identified Title 1 Priority School Grant Campuses from La Joya ISD attended the Region 1 Service Center Overview Information Session. Members participated in an informational webinar and were given materials, guidelines, applications and resources related to the Texas Title I Priority Schools Grant. Information about individuals that could be contacted for clarification of grant specifications was given to everyone in attendance.</p> <p>Superintendent, board member, parent representative from La Joya ISD met with identified Title 1 Priority School Grant Campuses to discuss the specifications of the grant and to decide as a district whether or not to pursue this grant. The decision of the committee was to pursue the writing of this grant. Verbal assurances by the local education agency were made related to the support and resources available to assist in the development of the grant.</p> <p>La Joya ISD District level Title 1 Priority School Grant Campuses met on a regular basis to discuss specifications and requirements of the grant. The committee collaborated and shared ideas to assure that the components of the grant were consistent with the philosophy of the Local Education Agency and that local district policy was being adhered to.</p> <p>The Superintendent of La Joya ISD met with Title 1 Priority School Grant Campuses to review the Milestones and Critical Success Factors, and to ensure that principals were consistent with the goals of the grant and local district policy. The intent of this assistance is to help these schools implement reform strategies that will substantially improve student achievement.</p> <p>At the campus level, the principal of Henry B. Gonzalez Elementary met with the Campus Improvement Committee and team leaders to provide information on the Texas Title I Priority School grant guidelines and application process. Furthermore the principal conducted a faculty meeting to inform all stakeholders of the Texas Title I Priority School grant and its components. The principal emphasized that this endeavor must be a team collaboration to completed successfully. The staff at Henry B. Gonzalez agreed to move forward with the application for this grant. All agree with the need to:</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <ul style="list-style-type: none"> <li>Improve Academic Performance</li> <li>Increase the use of Quality Data to Drive Instruction</li> <li>Increase Leadership Effectiveness</li> <li>Increase Learning Time</li> </ul> <ul style="list-style-type: none"> <li>Increase Parent/Community Involvement</li> <li>Improve School Climate</li> <li>Increase Teacher Quality</li> </ul> </div> <p>Grade Level meetings were held to keep everyone abreast of the status of the application and to keep everyone informed about ongoing plans for improvements.</p> <p>Campus grant committee meetings were held to plan, set goals, and write the application for the grant. The campus grant committee created an intervention plan and proposed implementation of activities to improve student achievement. The committee created a plan for effective communication of our program to our parents/community by providing newsletters, district staff newsletter, district television broadcast, and by creating a Website page dedicated to the progress of the Title 1 Priority Schools goals and objectives. For faculty, there will be a weekly update newsletter, grade level meetings and faculty meetings to keep abreast of the progress of the goals and objectives of the grant.</p>		

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<b>Management of Grant Activities</b> – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively.		
<p>Henry B. Gonzalez Elementary will ensure implementation of proposed interventions by keeping all stakeholders informed on the status of the Title I Priority Grant. All proposed activities and interventions will be included in the Campus Improvement Plan (CIP) for the three consecutive years of the grant. The Site-Based Decision Making (SBDM) Committee will review the CIP on a monthly basis and verify the initiation and completion of activities. This will include sharing quarterly expenditure reports and providing data on student performance. Minutes of the SBDM meeting will be provided to all staff members. Minutes will also be provided to parent and community representatives at the SBDM meeting.</p> <p>Campus administrators will ensure implementation of staff development strategies being embedded into daily instruction through weekly classroom observations. Teachers will be provided feedback on the effectiveness of specific instructional strategies being utilized to engage students and increase student achievement. Administrators will provide opportunities for teachers to observe each other and plan for instruction. In addition, administrators and teachers will meet every week to analyze and disaggregate student data. Teachers will identify students experiencing difficulty and needing additional assistance to master objectives. Teachers will also target weak objectives and plan accordingly utilizing the instructionally focused calendar.</p> <p>At the inception of the school year, teachers will notify parents of the expectations through the Parent/Teacher/Student Compact. This compact is a contract listing the responsibilities of the parent, teacher and student to ensure a successful school year. Teachers will be expected to contact students' parents prior to a scheduled parent meeting to ensure a high attendance rate at parent meetings. Parents will be informed of their child's progress through six weeks Progress Reports.</p> <p>In addition, we will identify students with a pattern of absenteeism. Through our counselor, parent liason, teachers and administrators we will encourage and motivate students to attend school on a daily basis. We will also inform parents of the importance of being present everyday so that students do not miss out on and create any gaps in instruction.</p> <p>We will improve practices and policies with specific instructional activities. Campus administrators will review weekly lesson plans. These lesson plans will utilize the Standards, Evaluation, Assessment and Learning Experiences (SEAL) process. SEAL is designed with the students in mind. SEAL specifies activities that allow all teachers to design engaging lessons. SEAL focuses on students meeting state standards and passing state assessment (TAKS). Campus administrators will provide immediate feedback to teachers with commendations and recommendations.</p> <p>Campus and teachers will meet weekly to monitor students' weekly progress. These meetings will provide teachers with opportunities to develop more engaging lessons.</p> <p>Working on the Work (WOW) is another district initiative. WOW focuses on having all students be fully engaged with every lesson. WOW identifies the different levels of engagement and provides guidelines on how teachers can create lessons with students in mind.</p> <p>Furthermore, campus administrators will perform 25 classroom walk-throughs per week. These walk-throughs will provide information teachers' lesson delivery and students' acquisition of knowledge.</p>		

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<b>Resource Management</b> – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.		
<p>Careful planning and organization will enable the LEA and awarded campus to align federal, state, local, and community resources with the school improvement intervention. The use of these resources will not only meet supplement/supplant issues, but it will have a purposeful structure so that everything is utilized to their maximum impact.</p> <p>To ensure that each awarded campus receives all of the federal, state, local, and community funds it would have received in the absence of the SIG funds, the newly-established TTIPS Grant Department will work closely with the LEA's Finance Department and the Federal and State Programs Department in assuring the continuation of these funds. Once budgets are established, all three LEA departments will work with each campus TTIPS Grant team (principal, Campus grant administrator, campus grant secretary, SBDM committee) so that SIG funds are used to supplement the amount of their respective non-federal funds. Specific training and support visits will take place so that a clear understanding of fund usage is evident from all stakeholders.</p> <p>If at any point during the grant period resources are needed to enhance an initiative that has proven to be successful, the LEA will assist the campus in obtaining those resources. In other words, continuous improvement in the transformation process will not be limited to the resources depicted in the application. Rather, the LEA will facilitate in the alignment of all applicable resources so that campus has constant positive support from the LEA.</p> <p>Our campus will allocate funds to sustain innovative electronic reading and math diagnostic enhancement and enrichment programs. These software programs are a one time expenditure, thus providing our students with the opportunity to continue utilizing these programs after the grant period ends. These programs will assist our students in Reading and Math achievement.</p> <p>We will continue to provide Parent meetings to inform our parents about the grade level expectations, English as a Second Language (ESL) classes, and monthly Family Reading Nights, and community outreach programs for parent support. We will create a parent advisory group that will serve to give input toward improved student achievement.</p>		

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<b>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
Project Director/Shepherd's qualifications include: A Master's degree in educational administration, Texas Mid-management Certificate/or Standard Principal Certificate, a valid Texas teacher certificate, and knowledge and experience with Federal Programs. To provide leadership in planning and implementing the federal/state programs, interpret federal/state program guidelines and evaluating supplemental instructional components.		
Primary Purpose is to implement policy, monitors program allocations for appropriate use and assist in the implementation of supplemental instructional components.		
The Major Responsibilities and Duties include:		
<ol style="list-style-type: none"> <li>1. Work cooperatively with others in articulating the vision for the school/district.</li> <li>2. Systematically monitor school improvement activities or program activities.</li> <li>3. Use evaluative findings to determine the extent to which goals and objectives for compensatory/federal programs are met.</li> <li>4. Demonstrate appropriate use of student achievement data in the planning for school improvement.</li> <li>5. Implement the policies established by federal/state law in areas supervised.</li> <li>6. Assure that federally funded personnel receive adequate orientation and training.</li> <li>7. Provide technical assistance to principals and staff regarding federal programs in a timely manner.</li> <li>8. Demonstrate responsible control of program budgets.</li> <li>9. Study all federal legislation, projects and special funded program for the possibilities and opportunities they offer for educational grants, entitlements, and allocations offered relevant to the needs of the district.</li> <li>10. Inform, interpret, and recommend to the superintendent the effects of current and impending federal legislation, and prepares presentation for the Board concerning pending federal and state legislation.</li> <li>11. Assist the superintendent and other professional staff in planning for the wise utilization of funds available to the school through the various federal and special funded programs.</li> <li>12. Responsible for planning and preparing of applications, especially as it pertains to compensatory and special funded programs in compliance with the Texas Education Agency, Health Education and Welfare guidelines.</li> <li>13. Assume joint responsibilities with the various directors to see that necessary records are maintained.</li> <li>14. Assume joint responsibilities with the various directors to assure supervision of the programs, and that these programs are being conducted as required.</li> <li>15. Assist in the planning and conducting of in-service and staff development programs.</li> <li>16. Act as liaison between the school, community, parents and students directly involved in the program. Prepare and administer a budget for their department.</li> </ol>		



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<b>LEA Support</b> – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>Project Director/Shepherd's qualifications include: A Master's degree in educational administration, Texas Mid-management Certificate/or Standard Principal Certificate, a valid Texas teacher certificate, and knowledge and experience with Federal Programs. To provide leadership in planning and implementing the federal/state programs, interpret federal/state program guidelines and evaluating supplemental instructional components.</p> <p>Primary Purpose is to implement policy, monitor program allocations for appropriate use and assist in the implementation of supplemental instructional components.</p> <p>The Major Responsibilities and Duties include:</p> <ol style="list-style-type: none"> <li>1. Work cooperatively with others in articulating the vision for the school/district.</li> <li>2. Systematically monitor school improvement activities or program activities.</li> <li>3. Use evaluative findings to determine the extent to which goals and objectives for compensatory/federal programs are met.</li> <li>4. Demonstrate appropriate use of student achievement data in the planning for school improvement.</li> <li>5. Implement the policies established by federal/state law in areas supervised.</li> <li>6. Assure that federally funded personnel receive adequate orientation and training.</li> <li>7. Provide technical assistance to principals and staff regarding federal programs in a timely manner.</li> <li>8. Demonstrate responsible control of program budgets.</li> <li>9. Study all federal legislation, projects and special funded program for the possibilities and opportunities they offer for educational grants, entitlements, and allocations offered relevant to the needs of the district.</li> <li>10. Inform, interpret, and recommend to the superintendent the effects of current and impending federal legislation, and prepares presentation for the Board concerning pending federal and state legislation.</li> <li>11. Assist the superintendent and other professional staff in planning for the wise utilization if funds available to the school through the various federal and special funded programs.</li> <li>12. Responsible for planning and preparing of applications, especially as it pertains to compensatory and special funded programs in compliance with the Texas Education Agency, Health Education and Welfare guidelines.</li> <li>13. Assume joint responsibilities with the various directors to see that necessary records are maintained.</li> <li>14. Assume joint responsibilities with the various directors to assure supervision of the programs, and that these programs are being conducted as required.</li> <li>15. Assist in the planning and conducting of in-service and staff development programs.</li> <li>16. Act as liaison between the school, community, parents and students directly involved in the program. Prepare and administer a budget for their department.</li> </ol>		

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<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>Explain the district's plan for financial sustainability of the program once the grant funding expires. <i>(For example, identify use of other local funds, private funds, etc.):</i></p> <p>La Joya Independent School District will sustain certain aspects of this grant once the grant funding expires through in kind-matching funds, professional development funding allocated to teachers so the teachers can impart their knowledge to students and therefore, the students will receive rigorous school work which will facilitate their learning. This will allow the students to maximize their learning and pursue further education. What La Joya Independent School District will not sustain are positions currently brought in under this grant, such as the Program Director, secretary, the District Shepherd, the book keeper, etc. Any positions which are going to be filled up to take care of this grant will expire once the grant terminates because the school district cannot absorb this cost. Texas Title 1 Priority Schools Grant funds will supplement and not supplant any existing programs.</p>		

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<b>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>The LEA will use a rigorous process in the recruitment, screening, and selection of external providers. The methodology, which will be clear, fair, and well-organized, will be open to the public. Consequently, established procedures will not only provide for objective selection, but also allow all stakeholders input in the process.</p>		
<p>The recruitment of external providers by the LEA will be one that allows all qualified providers an equal opportunity to assist campuses through their restructuring and transformation journey. Recruitment will not be limited to local providers, for if true change is to occur, the LEA recognizes that this process should have no boundaries.</p>		
<p>The screening process for external providers will be comprised of knowledge, skill, and track record reviews through educational, organizational, legal, and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups. The screening practice will be such a critical component of our transformation process that staff and other resources will be devoted exclusive to this function. In turn, the staff will specifically analyze the historical evidence of educational success, particularly with demographics and academic needs similar to our campuses, from all potential external providers.</p>		
<p>The selection of external providers will only occur when all critical components (sought) are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campuses' mission, the contractual agreement will be signed. This documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for large student learning improvements, if applicable, will also be needed. In addition, the contract will specify the support the LEA will provide, including facilities, funding, and services. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. Conversely, if the external providers do not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.</p>		

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<b>Site Visits</b> – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>The district will conduct site visits to campuses successfully implementing the transformational model. Site visits will be taken beginning the 2011-2012 school year (2nd year of implementation). Campuses will be selected based on similar demographics and high student performance. Campuses will be selected based on their high Limited English Proficient population and their success with this population.</p>		
<p>The expected outcomes will be that we would be able to model new practices observed at other successful campuses. With the new practices and procedures learned at site visits we will tweak our current practices and procedures to meet our student needs. The team visiting campuses implementing the transformational model will be expected to reflect and debrief on observations. The team will then prepare to share reflections with administrators and staff, to include recommendations on practices and procedures they feel would improve student achievement on our campus and/or district based on their observations from site visit. After all stakeholders listen to practices and procedures, and recommendations decisions will be made by all stakeholders on which practices and procedures we would begin implementing immediately and others we would like to consider for a later date.</p>		
<p>At Henry B. Gonzalez Elementary School we will include site visits to other campuses who are successfully implementing the intervention model. By visiting other campuses we will allow teachers to learn more about instruction and to identify strategies needed to implement successful academic programs.</p>		
<p>Because it is the first year of the grant program teachers will visit exemplary campuses within our district that have made previous significant gains in student achievement. Before visiting other schools, teams of teachers will decide on the intended focus of the observations. Their visits will develop structures for results-oriented decision making related to academic achievement. They will arrange time to meet with personnel they are visiting to dialogue and share ideas about successful activities at their campus. Once teams return they will debrief and collaborate to plan for innovative engaging lessons.</p>		
<p>During the second and third year of the grant program, teams of teachers from Henry B. Gonzalez Elementary will visit schools who are successfully implementing the transformation model. By visiting other schools we will focus on achieving quality gains in reading, math, science and writing, and will look at the strategies that are being utilized to increase student achievement through effective classroom management skills and procedures. Ultimately, we will look for schools that are successful at developing structures for continuity, and we will foster collaboration with other schools for ongoing support.</p>		

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<b>Lack of Capacity --</b> If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school.		
<p>Not applicable; La Joya Independent School District is applying to serve the two campuses under Tier 1: Juárez-Lincoln High School and Palmview High School.</p> <p>Additionally, La Joya Independent School District is also applying to serve the eleven campuses under Tier III: Ann Richards Middle School, Américo Paredes Elementary, Dr. Javier Sáenz Middle School, Elodia Chapa Elementary School, Emiliano Zapata Elementary School, Henry B. González Elementary School, Irene García Middle School, La Joya High School, Lorenzo de Zavala Middle School, Rosendo Benavides Elementary School, Sam Fordyce Elementary School.</p>		

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

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<b>Section B: Model Selection Process</b> –Describe in detail: 1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Through the implementation of the "Success through Transformation, Academics, Resources &amp; Responsibility" (TTIPS) Grant, Henry B. Gonzalez Elementary will utilize the transformation model to improve academic performance in reading and math, increase the use of quality data to drive instruction, increase leadership effectiveness, increase learning time, increase parent/community involvement, improve student climate, and increase teacher quality.</p> <p>At Henry B Gonzalez Elementary we expect to improve academic performance in reading and math through the use of varied data-driven instructional programs and activities that target the specific academic needs of our students. All students will have the opportunity to engage in rigorous educational web-based core curriculum programs in school and at home in accordance with our future partnership with several internet mastery programs. This will improve academic performance in reading, math and science. Our lower grade students and those with special needs will achieve reading and writing success with the use of a multimodal and multisensory program. The availability and use of these technology programs will be incorporated into our curriculum to enhance its effectiveness. We will also acquire a diagnostic math program integrated with needed technology which will help us pinpoint and address gaps in math skills. To meet the needs of the advanced core curriculum, Henry B. Gonzalez Elementary will update and increase innovative technology work stations for Reading and Math. All software will serve as a diagnostic/remediation/enrichment tool to place students at their level and allow them to advance as they achieve mastery of skills. Teachers will work with a variety of electronic teaching tools to assist in the learning of a highly engaged classroom. All of these instructional programs provide teachers with reports and data to allow the means for on-going monitoring of instruction.</p> <p>To encourage literacy development at home, throughout the school year we will provide the opportunity for our students and parents to engage in reading activities in our library. In addition, we will spotlight different authors each month to enrich our students' awareness of literacy to help us achieve this goal, we will increase the collection of English and Spanish fiction, non-fiction books and novel sets. Quizzes for these books will be added to the electronic quiz bank that is part of our electronic reading assessment/diagnostic program.</p> <p>Data-driven instructional methods will guide the partnership of horizontal and vertical curriculum alignment teams in order to enhance the collaboration amongst all staff. Teams will develop structures for continuity for the improvement of our students, campus and colleagues.</p> <p>In order for Henry B. Gonzalez Elementary to have success in making improvements to academic success in reading and math we will focus on the increased use of data to drive the instruction of our core curriculum. Our campus will maintain a consistent focus to improve instruction. Our school staff will analyze student assessment and classroom data to establish our instructional goals. We will continually look at data linked to specific objectives to analyze if those objectives are being met. We will use data disaggregation to determine where students are experiencing success and to set goals based on where additional instruction is needed. Our school will establish systems to help teachers understand and use data to guide their teaching, disaggregate data to indicate specific areas of weaknesses, and for targeting improvements. Students will benefit from on-going monitoring of instruction which can result in early identification of academic strengths and weaknesses. This will allow critical academic needs to be addressed in a timely manner.</p>		

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

**Part 3: Intervention Model**

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

Teachers will participate in data disaggregation training workshops and professional development activities that will help to guide their instructional decision making. Teachers will collaborate for instructional planning, targeted professional development, and careful review of curriculum to focus on essential content and alignment to state standards. Teachers will be allowed planning time to meet with their grade level teams, data disaggregation team, instructional facilitator, or content area coaches to carefully review curriculum to make quality data-driven decisions, identify weak objectives and target instruction for student achievement. Based on this data they will identify targeted students for extended day/week/year activities. Teachers will also meet as vertical teams to ensure alignment across grade levels. Teachers will identify at-risk students and students from varied subpopulations to ensure that their academic needs are being addressed.

As a staff we share a common vision and goal for the success of our school. Our campus is led by a site-based decision making team and a campus improvement team that ensure that our goals and objectives are understood and communicated and are an integral part of all the decisions that we make. The campus improvement team helps build our cohesive organization by attending workshops, trainings, and meeting related to building an effective organization. They disaggregate data related to our campus climate. The campus improvement team serves as ambassadors to move our staff toward becoming mature interdependent teams. The goal is to communicate effectively with all stakeholders in our learning community. Our staff provides on-going communication through personal notes, phone calls, newsletters, parent-teacher conferences, parent/community meetings. Our goal is to keep parents informed of their students' progress. We host a website that has an instructional calendar and campus information. We will host a website dedicated to the progress of this grant. We communicate with student s through individual conferences. We will train staff on the effective use of data, graphs and spreadsheets for effective disaggregation and reports to be shared with students and parents.

At Henry B. Gonzalez Elementary we expect to increase leadership effectiveness by implementing aligned teacher trainings to reach district and school goals. Teachers will receive and participate in ongoing trainings that are related to the district and school improvement plans. Since teachers are the prime deliverers of the mission of the school system, it is imperative that professional trainings be relevant; based on solid data regarding organizational performance; and focused on building competence, commitment, and effectiveness in confronting and overcoming organizational obstacles to reach our mission and goals.

In order to prove effective, professional development will be tailored to school improvement rather than personal professional development. In turn, teachers will understand the relationship between acquiring a new skill and utilizing the skill to improve school effectiveness for attaining quality gains, and reaching our mission and goals. By providing teachers with ongoing, high-quality, job-embedded professional development it will ensure that we are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school initiatives

Teachers will participate in various professional trainings throughout the school year which are listed, but not limited to those listed below:

- "Highly Effective Questioning" – to increase teacher effectiveness when strategically questioning students using higher order critical thinking
- ELA & Mathematical strategies – to enhance our knowledge of ELA and Math strategies with current, innovative and research based material to improve student achievement and make quality gains in District wide & State Assessments
- English Language Proficiency (ELP) Standards – to use the Federally mandated ELP standards successfully to improve language acquisition for our limited English proficient students
- Instructional Planning in Bilingual Education – to ensure that educators are appropriately planning instruction as well as giving adequate educational opportunities to limited English proficient students
- Leadership Effectiveness – to collaboratively initiate efforts that will promote effective leadership and foster healthy campus organization



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**Part 3: Intervention Model**

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

- Bully Prevention – to generate an awareness of peer bullying and promote a safer school climate through a comprehensive prevention program
- Innovative technology to engage students - to utilize strategies through technology that sustain student engagement and promote increase academic achievement
- Cross-Curriculum Science - to enhance instruction that integrates Science concepts into all content areas
- Collaborative Lesson Planning - to develop and improve lesson planning using collaborative methods that produce highly productive instruction
- Family Literacy Skills - to gain knowledge on initiatives, methods, and strategies that support family literacy

The following is a catalog of structured approaches that will be utilized in attaining improved organizational performance and school effectiveness with the use of operational flexibility.

- Stipends & Incentives – to offer supplemental pay for participating in professional development, work sessions/seminars outside of the regular work day. These supplements will also be offered for working during enrichment time & extended learning days
- Enrichment Time – to provide students an opportunity to engage in afterschool enrichment activities that will be geared at peaking their intellectual interests and enhancing academics
- Extended Learning – to designate several additional hours or multiple days for learning.

In order to accomplish our school improvement goal it is necessary that additional positions are created to provide sustained support to our current organization. Such positions will include:

- Class Reduction Teacher(s) – to alleviate the student/teacher ratio in over populated classrooms
- Grant Manager – to ensure that all proposed activities are implemented & funds are properly utilized
- Grant Clerk – to facilitate the Grant Manager in keeping record of Grant account movement
- Parent Coordinator – to collaborate with the current campus Parent Liaison in organizing sessions dedicated to improving parental involvement at our campus. The Parent Coordinator will also serve as a link to local community organizations & agencies that can provide supplemental support in adult education, parenting, citizenship, social/emotional, medical, & economic issues that impact the livelihood of our students' families
- Core Curriculum Specialist(s) – to serve as a teacher that will only provide specialized target instruction to a limited amount of students per grade level who are at risk of failure in a given core subject (i.e. ELA, Math, Science)

We will utilize student performance data to dictate the staff development trainings our campus will participate in. We will use data to identify the areas of weakness. Our goal is to provide staff on-going high quality job-embedded professional development regarding subject specific pedagogy and differentiated instruction to ensure all staff is can facilitate effective teaching and learning and the capacity to successfully implement reform strategies . The additional funds provided by the "TTIPS" grant will enhance our campus with resources to attend additional staff development.

The staff at Henry B. Gonzalez Elementary will work collaboratively to plan for increased learning time. They will meet disaggregate data to maximize the use of increased learning time and to plan for the instructionally focused calendar. Staff will meet by grade level and by horizontal, vertical and by instructional teams. By collaboratively planning the staff can plan for the academic needs of students and provide varied instruction for the academic success of our school.

Flexible scheduling is important because it provides students with the increased learning time needed to master content subject materials. In order to be successful at-risk students who participate in extended day, week, or year programs benefit because of the extra time and assistance provided.

At Henry B. Gonzalez Elementary we will have extended day enhancement and enrichment programs before school and afterschool. We will have extended week and extended year programs. These programs will provide activities that

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**Texas Title I Priority Schools Grant**  
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**Part 3: Intervention Model**

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

support low-achieving students with reading and math achievement. Students will be regrouped based on their academic needs. The pace, content and adaptations to instruction will be tailored to the specific needs of the subgroups who attend. The content will be aligned based on disaggregated data to meet the needs of the students who attend. Extended learning time will give students instruction in a class that has a lower student-teacher ratio.

Increased learning time gives teachers an opportunity to create and utilize an instructionally focused calendar. The calendar created will provide an explicit and systemic timeline of instruction and tested objectives. Teachers will know what is to be taught and will plan accordingly and remain focused throughout the year. The instructionally focused calendar will place instructional focus where it is needed most. In addition it will help parents understand what their children are supposed to master by the end of the school year. The staff is cognizant of the importance of parental involvement and will conduct activities to foster a strong relationship between parents, teachers and the community.

At Henry B. Gonzalez Elementary we expect to increase parent/community involvement in order to enhance student performance and achievements. Parents will receive and participate in ongoing sessions that are related to the district and school improvement plans. With these informational sessions we will be focusing on engaging and fostering collaboration amongst parents/community and the school. It is essential to have family involvement that supports student learning at home in order to have student success.

There are various effective opportunities to encourage families to spend quality time. Family Reading Nights afford parents the time and space to interact with their child in a way that is conducive to mastering reading. Providing ongoing support for parent involvement including home learning activities, comprehensive health education programs, ESL and GED courses and opportunities to learn how to use computers and technology efficiently will foster and develop a shared vision of student learning performance and achievement.

Effective communication with parents is another essential component for student learning success. In this improvement plan we will implement a Parent Advisory Group. This improvement tool is intended to allow for increased opportunities for input to facilitate parental participations and offer flexible opportunities for decision making. Developing a plan to increase support from parents is imperative to supporting student learning. Promoting dialogue between parent and teacher will create meaningful home-school communication. Such dialogue opportunities will result from Meet the Teacher Nights, Open House and Report Card Nights. When parents talk often with students and become involved in the school, children tend to do better. Some valuable resources we will use to promote effective communication tools are Written and Verbal communication in home language, Bulletin boards and a School Website. They provide parents a place of reference for up-to-date school information such as conference dates, goals and school sponsored activities therefore increasing parental attendance.

In order to accomplish our school improvement goals it is necessary to obtain accessible community services such as trainings and Colonia Meetings to decrease negative behaviors and non compliance with parents at home and to accommodate "hard to reach" parents who are unable to attend school meetings. Trainings dealing with gang related issues will also help address the issue of youth and gang related violence and provide early intervention for decreasing youth drop-out rates.

Through the "TTIPS" grant we will promote extra/co-curricular activities that will improve the school climate. We will promote a positive environment that is conducive to learning for all students. The additional activities and incentives will promote increased attendance and decrease discipline. Therefore, our students gain higher self-esteem.

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<b>Section B: Model Selection Process Cont.</b> Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>At Henry B. Gonzalez Elementary we expect to increase attendance through the following improvement activities. We will provide perfect attendance awards such as weekly classroom incentives to provide motivation to attend school regularly. We will establish a more effective plan for parent-teacher conferences to increase student performance. In addition to the conferences we will establish a Truancy Intervention Plan to minimize student absences.</p> <p>In order to promote positive behavior and decrease discipline referrals we will implement the use of various motivational strategies. The first being the issuing of Caught You Being Good coupons. These coupons will be issued out to students who practice the Essential 55 rules. These rules will create a visible and lasting improvement in our students' behavior and manners which in turn will reflect on our students' academic performance. Another approach to promote a student climate of cooperation and good values is our six weeks Good Life Celebration and the implementation of an Anti-Bullying Program.</p> <p>Increased involvement in extra/co-curricular activities such as an Art, Drama and/or Chess club will provide recreational activities to allow students to explore their physical, creative and social interest. These components will ensure a decrease in discipline referrals and an increase in attendance.</p> <p>Henry B. Gonzalez will increase teacher quality by utilizing strategies to recruit and retain teachers by continuing to allow existing teachers in the interviewing /hiring process of highly qualified personnel. By involving teachers in this process research shows they will be more willing to support and encourage new staff at our campus.</p> <p>Teachers will also serve as mentors to guide new staff in all facets of our learning community. Our school is currently analyzing our organizational health by participating in surveys, and ongoing staff/team meetings to evaluate and assess our school climate. As part of this process we have a team of teachers dedicated to campus improvement. This campus improvement team attends trainings and works with the staff to focus on the needs of improving the campus needs for instructions, decisions, quality, cohesiveness, autonomy, and empowerment. Based on the outcomes of our staff surveys and appraisal instruments teachers will attend a variety of on-going job embedded professional development trainings and conferences that will enhance the instructional needs of our students. The ongoing needs of professional development will be continually assessed based on job performance, organizational effectiveness, and the success of all students.</p> <p>Quality of teaching will be assessed using PDAS, locally developed appraisals that focus on specific indicators of the PDAS domains, and workshop-related appraisals. Classroom visits be conducted by administrators to ensure that strategies learned at workshops and trainings are embedded into instruction and for the improvement of teaching. Peer observations will be conducted to gain new ideas and perspectives and to improve teacher quality. These strategies for increased teacher quality will not only allow teachers to update their skills and knowledge but also to totally transform their roles as educators and leaders.</p> <p>With the help of the S.T.A.R.R Grant, Henry B. Gonzalez Elementary will further implement the strategies for continued student success. Therefore our academic performance in reading and math shall improve as well as teacher quality and student climate. We will strive to build on our leadership effectiveness, increase the use of quality data to drive instruction and enhance learning time. We are aware of the importance of increasing parent/community involvement and will encourage on-going participation.</p>		

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<b>Section C: Groups of Participants</b> – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
<b>1</b>	Students		
<b>2</b>	Parents		
<b>3</b>	Community Members		
<b>4</b>	Teachers		
<b>5</b>	Administrators		
<b>6</b>	Central Office Administrators		
<b>7</b>			
<b>8</b>			
<b>9</b>			
<b>10</b>			

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

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1a	Improve Student Achievement in Reading/ELA	Decline of reading TAKS scores by 4%	TAKS results for 2008 and 2009	08/2010	Ongoing
1c	Summer Reading Camp (Extended Year)	To provide opportunities for struggling readers to improve and maintain reading strategies	Will result in creating positive relationships between instructional time and student learned outcomes (Silva, 2007)	10/2010	06/2013
1c	Family Reading Nights (Monthly)	To encourage literacy development at home	Simple yet powerful act of families sharing reading for pleasure (Briony Train, 2006)	08/2010	Ongoing
1c	Increase the collection of English and Spanish fiction, non-fiction books, and novel sets	To enrich minds with an abundance and variety of literary genres	The size of the library in terms of its staff and collection is a direct predictor of reading scores (K. Curry Lance, 1993)	10/2010	06/2013
1a	A state-of the art phonics instruction software program	To provide continuous practice of phonics and vocabulary with a program that collects data and adjusts for each student's needs	English language learners benefit from learning vocabulary with visual clues to help them understand word meaning (Ybarra and Green, 2003)	10/2010	06/2013
1a	Update and increase technology work stations for Reading and Math	To provide student the opportunity to utilize innovative hardware and software	Students using Success Maker Enterprise were found to score an average of 11 percentile points higher in the areas of comprehension and general literacy achievement than their peers using other digital interventions (What Works Clearinghouse, 2002)	10/2010	06/2013
1a	Phonics programs and software	Develops phonological awareness and is a stepping stone to reading	Having a multitude of kinesthetic activities lays a strong foundation for primary language acquisition (K. Myer, 1995)	10/2010	06/2013

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1a	Develop reading comprehension practices through the use of workbooks	Students benefit from reading comprehension practice at school and for homework	High Yield Strategies: Homework and Practice (Marzano, Pickering and Pollock, 2001)	10/2010	06/2013
1c	Acquire an early literacy reading coach	To provide small group targeted instruction	Positively affect students self concept, as well as academic achievement (Box and Little, 2003)	10/2010	06/2013
1c	TTIPS Club (Extended Day)	An after school tutoring program in which TAKS/TTIPS strategies are targeted for at-risk students	Students have a firm grasp on academic basics and may help those who are struggling ("Big Market for Tutoring" McDonald, 2003)	10/2010	06/2013
1a	A phonics web-based reading program	Teaches struggling students and those with special needs to read	Scientifically-based research to produce significant gains in reading among all struggling readers (National reading Panel, 2004)	10/2010	06/2013
1c	Electronic Reading Assessment/Diagnostic Program	To develop on grade level readers	The program yielded gains in reading achievement for at-risk readers (S. Volland, K. Topping, R. Evans, 1999)	08/2010	Ongoing
1a	Multimodal, Multisensory Reading and Writing program	To make students fluent independent readers and writers	Confusion will be lessened considerably if the teacher is aware of variations and provides additional support through multimodal teaching (Jeanne S. Chall, 2001)	10/2010	06/2013
1c	Monitoring Instruction – Progress Monitoring of Reading Fluency (biweekly)	Monitor students progress and in turn target fluency instruction	TPRI/Tejas Lee results	8/2010	Ongoing
1a	Reading Manipulatives/Supplies	To enrich the lessons through hands-on activities	Utilizing manipulatives and games to introduce and practice word structure concepts effectively supports decoding and encoding ability (K. Barker, 1999)	10/2010	Ongoing

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1b	Author's Day (Monthly)	Improve reading awareness by spotlighting an author	Authors in the classroom inspires students to be literate citizens (SCFD, <a href="http://www.coloradohumanities.org">www.coloradohumanities.org</a> , 2009)	10/2010	Ongoing
1a	Improve Student Achievement in Mathematics	Decline of Math TAKS scores by 5%	TAKS results from 2008 and 2009	08/2010	Ongoing
1c	Monitoring Instruction - Progress Monitoring of Basic Math Skills: Addition, Subtraction, Division and Multiplication	To monitor students progress and in-turn target math instruction	Early feedback can build support for a program and provide an early warning of potential problems so they can be addressed (Hansel & Cavell, 2001)	08/2010	Ongoing
1a	Diagnostic Math Program with integrated technology	To fill critical thinking gaps through diagnostic assessments, targeted instruction and differentiated practice	Schools implementing this program showed increased gains in statewide testing. (Accelerated Math Enterprise, 2009)	10/2010	07/2013
1b	Develop math/science skills through the use of workbooks	Students benefit from math skills at school and for homework	High Yield Strategies: Homework and Practice (Marzano, Pickering and Pollock, 2001)	10/2010	07/2013
1a	Web-based standards mastery program for math	To provide a deeper understanding of Math TEKS	Provides engaging, ongoing practice and remediation to help students meet their required standards in all major content areas. (Magnolia Consulting, LLC 2008)	10/2010	07/2013
1c	Summer Math and Science Camp (Extended Year)	To provide opportunities for struggling students to improve and maintain math/science skills	Will result in creating positive relationships between instructional time and student outcomes (Silva, 2007)	10/2010	07/2013
1c	Home access to educational websites	Allows the opportunity for parents to participate in their child's extended learning	Students with access to Brainpop made substantial growth in Vocabulary, Language, Science and Comprehension (SEG Research, 2009)	10/2010	06/2013



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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
1b	Math and Science Manipulatives/Supplies	To enrich the lessons through hands-on activities	The frequency of successful responses indicates that the use of manipulatives and technology leads to students achievement (Ainsa, 1999)	10/2010	Ongoing
1c	Monitoring Instruction – Classroom Observation by Administrators	To evaluate and measure effectiveness of classroom practices	Improved teacher self efficiency (Fraser, 2001)	8/2010	Ongoing
1a	Data-driven instruction	To improve academic performance in all core subject areas	Early feedback can build support for a program and provide an early warning of potential problems so they can be addressed (Hansel & Cavell, 2001 )	08/2010	Ongoing
1b	Horizontal Curriculum Alignment-Grade Level Meetings (Weekly)	To build unity and cohesiveness within grade levels	Organizational Health Survey Results	08/2010	Ongoing
1b	Horizontal Curriculum Alignment-Planning Sessions (Every six weeks)	Analyze data in order to monitor and target instruction on lowest performing objectives	Six weeks assessment scores	08/2010	Ongoing
1b	Vertical Curriculum Alignment-Faculty Meeting (Monthly)	To enhance the collaboration amongst all staff and develop structures for continuity	Organizational Health Survey Results	08/2010	Ongoing
1c	Science Lab Coordinator	To teach and facilitate science lab activities	An important part of learning science is doing science (Discovery Education, 2009)	10/2010	07/2013
1c	Innovative technology tools for engaging lessons	A visual, interactive teaching tool that facilitates learning in the classroom	It is powerful instructional tool that can be adapted for use with wide range of subjects and ages (Dr. M. Bell, 2002)	10/2010	07/2013
1b	Core curriculum coaches	To provide small group targeted instruction	Positively affect students self concept, as well as academic achievement (Box and Little, 2003)	10/2010	07/2013

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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
1b	Math and Science Learning Days	Students will experience real world application of Math/Science	Interactivity with exhibits promotes effective teaching and leads to outcomes of enjoyment, satisfaction and curiosity as well as intellectual ones (Bitgood, 1993)	10/2010	07/2013
1c	Web-based standards mastery program for Reading	To increase academic performance in a rigorous, fun and engaging manner	Provides engaging, ongoing practice and remediation to help students meet their required standards in all major content areas. (Magnolia Consulting, LLC 2008)	10/2010	06/2013

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<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2a	Data Disaggregation Training	Prepare teachers to use data to make decisions: -Id. what students know and do not know -Time to plan for instruction -Link to specific outcomes	Data offers unlimited potential to the student, staff and school. (R. Johnson, 1996)	10/2010	On-going
2a	Data Disaggregation Training	Provide teachers with specific student centered activities to differentiate instruction	SIRC Goals: to raise learning expectations for teachers, students and administration and to create a learning culture that facilitate improved student performance	10/2010	7/2013
2b	Data-driven Decisions TAKS, TELPAS, TPRI/Tejas Lee	Data is linked to specific objectives and analyzed to determine whether objective have been met	Analyze what is working and not working to improve student learning. (Holcomb, 1999)	8/2010	On-going
2b	Data-driven Decisions TAKS – focus on weak objectives	Review assessment data to determine where students are achieving and where additional instruction is needed	Using data separates good schools from mediocre schools. (Killian, Bellamy, 2000)	8/2010	On-going
2b	Data-driven Decisions TAKS – Target at risk students	Identify at risk students and individualized instruction	Data sets a course of action to school improvement and student success	8/2010	On-going
2c	On-going Communication with staff Faculty Meetings Grade Level Meetings	Teachers make informed decisions on what objectives to be taught with all students.	Creating a collaborative environment and open communication has been described as a crucial factor for successful improvement initiatives (Halawah, 2005)	8/2010	On-going

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<b>Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
2c	Ongoing Communication with Parents Meet the Teacher Night Report Card Night Progress Report Card Night	Parents are aware of their child's progress	Children do better in school when parents talk often with teachers (University of Illinois Extension, 2002)	8/2010	On-going
2c	On-going Communication with students	TAKS talks with individual students graphing their progress on benchmarks	Schools that establish high expectations for all students--and provide the support necessary to achieve these expectations--have high rates of academic success (Brook et al., 1989; Edmonds, 1986; Howard, 1990; Levin, 1988; Rutter et al., 1979; Slavin et al., 1989).	11/2010	On-going
2c	On-going Communication with staff Grade Level WOW Planning Sessions	Teachers must have the same vision and goals for the expectations of their students for their grade level	Plan collaboratively across the curriculum in order to construct student-centered learning opportunities that reflect real world integration of problem-solving and communication environments (Working on the Work, Schlechty, 2002)	8/2010	On-going

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<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3a	Job Embedded Professional development-Highly Effective Questioning Training.	To increase teacher effectiveness and strategic questioning to improve critical thinking skills in students.	By providing a structured approach to using questions, the cognitive and critical thinking skills of students can be developed and increase overall student success. (Hannel, 1999)	10/2010	7/2013
3a	Professional Development-Writing Instructional Strategies & Planning.	To increase teacher knowledge on implementing effective writing strategies.	The implementation of comprehensive writing strategies ensures that teachers will have the opportunity to substantially contribute to the implementation of research-based teaching practices in their classrooms. (ABYDOS, 2009)	10/2010	7/2013
3a	Professional Development-English Language Proficiency Standards	To incorporate the ELPS in lesson plans and instructional delivery in order to improve language acquisition and content area knowledge for ELLs.	Most of the strategies for teaching ELLs employed from the professional development courses, addressed the needs of English Language Learners was a great success. (Kosheleva 2009)	10/2010	7/2013
3a	Professional Development-Math Strategies	To gain opportunities to learn innovative Math strategies that engage students in the learning process & improve overall student achievement.	Improving student performance can be done by focusing on problem-solving methods and/or processes that will in turn lead students to consistently arrive at the correct final answer on mathematics problems. (Cuellar 2007)	10/2010	7/2013
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**Part 3: Intervention Model**

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

**Critical Success Factor 3: Increase Leadership Effectiveness**

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3a	Professional Development-Preventing Bullying	To strengthen strategies that will promote awareness & prevention of bullying which will foster a safe school environment.	There is an extensive knowledge base showing that well designed bullying prevention programs can reduce, eliminate, and prevent bully-victim problems, and significantly improve overall school climate. (Skiba & Peterson 2000)	10/2010	7/2013
3a	Sustained Support-Class Reduction Teacher(s), Grant Supervisor, Grant Secretary, Parent Strategist, Core Curriculum Specialist(s)	<p><u>Class Reduction Teacher:</u> To alleviate the student/teacher ratio.</p> <p><u>Grant Supervisor:</u> To ensure all activities are being implemented &amp; funds utilized properly.</p> <p><u>Grant Secretary:</u> Assist the Grant Manager in record keeping.</p> <p><u>Parent Strategist:</u> To work with the Parent Liaison in involving parent participation in the school, will also work closely with local community agencies to educate parents in different areas of need.</p> <p><u>Core Curriculum Specialist:</u> Given Specialist(s) will work with a target group of students who need individualized assistance in order to be on grade-level in assigned core subject.</p>	Reducing class size raises the percentage of students scores on assessments. (Jepsen, Rivkin, 2002)	10/2010	7/2013

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<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3b	Operational Flexibility-Stipends/Incentives/Extended Learning & additional Enrichment Time	Stipends & Incentives: Extended Learning Time: Additional Enrichment Time:	High-quality extended learning time provides school-age youth with opportunities to belong, participate in enriching activities, receive targeted academic support, and forge meaningful connections with adults and peers outside the regular school day. (Fortune, 2005)	10/2010	7/2013
3a	Professional Development-Student engagement through Technology	To allow differentiated instruction by use of innovative technology to enhance student engagement in the learning process.	The use of technology in the classroom can transform the classroom from a passive to an active learning environment and result in better engagement of students in ways that increase learning outcomes and retention. (Achebo, 2003)	10/2010	7/2013
3a	Professional Development-Reading Strategies	To be given the opportunity to learn current & successful reading strategies that will improve overall student achievement.	Students need active instructor advice on effective reading strategies. Research on reading comprehension shows that, "proficient readers are likely to use summarizing, connecting related information across sentences and paragraphs, assessing information completeness, and formulating questions and hypotheses." (Crain-Thoreson et al., 1997)	10/20	7/2013
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<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3a	Professional Development – Increase Leadership Effectiveness	To initiate structure and collaboratively accomplish tasks to create overall increased organizational health.	Leaders by definition have followers and that much of the work of the organization is accomplished through the efforts of members of the organization. (Fairman and McLean, 2003)	10/2010	7/2013
3a	Professional Development-Reading Intervention Strategies	To target "at-risk" readers & increase their literacy effectiveness by using comprehensive reading strategies.	The rationale for the explicit teaching of comprehension skills is that comprehension can be improved by teaching students to use specific cognitive strategies or to reason strategically when they encounter barriers to understanding what they are reading. Explicit or formal instruction in the application of comprehension strategies has been shown to be highly effective in enhancing understanding. (National Reading Panel Summary Report, 1999)	10/2010	7/2013
3a	Professional Development-Quality Literacy Techniques	To achieve overall improvement in fluency, comprehension, & student reading engagement.	The preparation of teachers to better equip students to develop and apply reading comprehension strategies to enhance understanding is intimately linked to students' achievement in this area. (National Reading Panel Summary Report, 1999)	10/2010	7/2013
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<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3a	Professional Development-Family Literacy Skills	To develop family literacy skills and foster a collaborative partnership with parents.	Family literacy is the catalyst that works with families, communities and dedicated partners that brings about change to ensure that parents and children achieve their goals for success. (NCFL, 2009)	10/2010	7/2013
3a	Professional Development-Bilingual Instruction & Lesson Planning	To develop continuity of Bilingual instructional planning & techniques.	Research indicates that quality professional development of bilingual education can meet the goal of educators providing equal educational opportunity for students from non-English speaking backgrounds ensuring students perform as well. (Troike, 2000)	10/2010	7/2013
3a	Professional Development-Mathematical Enrichment Training	To increase mathematical knowledge & skills of teachers to promote achievement among students.	Research supports the idea that students benefit academically when teachers frequently check for understanding and use a variety of strategies to engage students' thinking. (District Administration, 2007)	10/2010	7/2013
3a	Professional Development-Collaborative Lesson Planning	To improve the quality of content & employ guidelines for redesigning lesson plans for a highly engaged classroom.	Generally the results indicated that inservice professional development on collaborative lesson planning produced significantly higher student achievement. (Yates, 2008)	10/2010	7/2013
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<b>Critical Success Factor 3: Increase Leadership Effectiveness</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3c	Resource/Data Utilization-Campus Improvement Team (Organizational Health, Fairman, McLean, 2003)	To substantially improve campus leadership role.	Leadership is particularly consequential at low-performing schools where, often, discouragement drains away initiative and undermines teamwork. Such schools will not improve and student achievement will not rise without effective leaders who set ambitious performance targets and help their staffs meet them. (Colvin, 2010)	8/2010	7/2013
3a	Professional Development-Collaborative Lesson Planning	To improve the quality of content & employ guidelines for redesigning lesson plans for a highly engaged classroom.	Generally the results indicated that inservice professional development on collaborative lesson planning produced significantly higher student achievement. (Yates, 2008)	10/2010	7/2013
3a	Professional Development-Literacy & Math Strategies to Engage & Improve Student achievement	To achieve substantial gains in Math & ELA by use of comprehensive strategies.	When used fittingly and embedded into the core lesson planning, math and comprehension strategies can improve results in standardized tests. (Connor, 2005)	10/2010	7/2013
3a	Professional Development-Science Cross-Curriculum Training	To incorporate engaging cross-curriculum methods & critical Science concepts.	Because our lives require us to integrate what we have learned in an interdisciplinary manner, teaching children through merged disciplines better prepares them for applying new knowledge and understandings. (Willis, 1995).	10/2010	7/2013
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<b>Critical Success Factor 4: Improve Learning Time</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4a	Flexible Scheduling	Provide for extended day, week, year programs	Allow student more opportunities to engage in learning (Burke, 2008)	10/2010	7/2013
4b	Instructionally-focused Calendar	Calendar provides explicit and systematic instruction on tested objectives	The instructional calendar is communicated throughout the entire school site and integrated into every teacher's instructional framework. Weekly targets are emphasized and every staff member reinforces the concepts that are on the calendar. (CARR-LeRoy, 2000)	10/2010	Ongoing
4b	Instructionally-focused Calendar	Weekly targets are emphasized and every staff member reinforces the concepts that are on the calendar	The instructional calendar helps to place the instructional focus where it needed the most. (Institute of Education Science, 2008)	8/2010	Ongoing
4b	Instructionally-focused Calendar	Ensure all objectives are taught and reviewed.	It is simply a guide that tells stakeholders what objectives, skills, or benchmarks will be taught during a certain week. It helps to ensure that every concept that is on the state assessment will be covered in the classroom. (CARR-LeRoy, 2000)	8/2010	Ongoing

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<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5a	Increase opportunities for input – Family reading night.	Encourage families to spend quality time reading together and increase students' literacy skills	The more young children are read to, the greater their interest in mastering reading. (Freedman – De Vito, 2007)	8/2010	Ongoing
5a	Increase opportunities for input –Nutrition classes.	Provide comprehensive health education programs.	Obesity and physical fitness are risk factors for cardiovascular disease and diabetes. (Human Performance Laboratory, University of Nebraska, Kearney, 2003)	8/2010	Ongoing
5a	Increase opportunities for input – Make and take sessions.	Provide ongoing support for parent involvement including home learning activities.	Family involvement that is linked to student learning has a great effect on achievement than more general forms of involvement.( JoBeth Allen, Henderson and Mapp, 2002)	8/2010	Ongoing
5a	Increase opportunities for input – Computer literacy courses.	Present parents with the opportunity to learn how to use computers and technology efficiently.	The need for some form of computer literacy has come to be accepted as an essential condition of everyday life. (Douglas Noble, 1984)	10/2010	7/2013
5a	Increase opportunities for input – Adult educational ESL classes.	To assist adult English Language Learners so they become proficient in English.	Hispanic adults represent a significant proportion of the low-literate population in the United States. (E. Hayes – TESOL Quarterly, 1989)	10/2010	7/2013
5a	Increase opportunities for input – Informational sessions dealing with homework.	Provide trainings to assist in reinforcing what teachers are doing at school.	Family involvement that supports student learning at home is linked to improved student achievement.(JoBeth Allen, Henderson and Mapp, 2002)	10/2010	7/2013
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<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
5b	Effective communication – Parent Advisory Council	Intended to facilitate parental participations in school.	Parents can meet other parents, share information and ideas, and find support. (Linda STARR, Educational World, 2002)	10/2010	7/2013
5b	Effective communication – Meet the teacher night	To familiarize new students with staff and facilities.	Continuous communication with a parent builds rapport through the student, and parent will be more motivated to attend conference. (Linda STARR, Educational World, 2002)	8/2010	Ongoing
5b	Effective communication – Open house.	To open informal communication channels between school staff and students and parents.	Create opportunities for students and families to learn together. (Shockley, Mi Cchalove, & Allen, 1995.)	8/2010	Ongoing
5b	Effective communication – Report card night.	To provide a formal conference with parents to communicate students performance.	Parents who participate in school activities and events will have added opportunities to communicate with teacher, also will have input into decisions that may affect their child's education. (JoBeth Allen, Henderson and Mapp, 2002)	8/2010	Ongoing
5b	Effective communication – Bulletin board.	To provide parents a place of reference for conference dates, goals and school sponsored activities therefore increasing parental attendance.	A bulletin board will be an effective message transmission device which promotes communicate openness to parents. ( P Timm, 1976)	8/2010	Ongoing
5b	Effective communication – School website.	To provide an effective and direct communication route for those "hard to reach" parents.	Benefits include developing communication across classes and grade levels. (Ozuna, 1999; Feld, 1999; McKenzie, 1997)	8/10	8/13
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<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5b	Effective communication –Written communication in home language.	To communicate in home language what is taking place within your classroom on a regular basis.	Family involvement efforts that recognize cultural and class differences, address family needs, and build on families' strengths are effective engaging diverse families. ((JoBeth Allen, Henderson and Mapp, 2002)	8/2010	7/2013
5b	Effective communication – Verbal communication with parents.	To provide non-threatening discussions of delicate issues concerning discipline, homework and/or genuine praise about students.	Establish respectful two-way communication and informal conversations led parent-teacher conferences all help in this effort. (Gonzales, Moll, & Amanti, 2005)	8/2010	7/2013
5c	Accessible community services – Parent related strategies orientation.	To provide parenting training in order to decrease negative behaviors and non compliance with parents at home.	Children with emotional and behavioral difficulties are at risk for poor school readiness. (Webster-Stratton, 2002)	8/2010	Ongoing
5c	Accessible community services – Colonia meetings	To accommodate "hard to reach" parents who are unable to attend school meetings.	Only 15 percent of people older than 25 are high school graduates. (Cecilia Guist, 2003)	8/2010	Ongoing
5c	Accessible community services – Training / information dealing with gang related issues.	To address the issue of youth and gang related violence and provide early intervention.	Several factors contribute to the formation of youth gangs: lack of parental guidance, lack of love and respect from the family, a deterioration of the family unit. (Campbell, 1992)	8/2010	Ongoing
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<b>Critical Success Factor 6: Improve School Climate</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
6a	Increase attendance-Perfect attendance awards.	To provide motivational incentives to attend school regularly.	It is critical to identify strategies that intervene effectively with youth who are chronically truant (Baker, 2001)	08/2010	7/2013
6a	Increase attendance-Parent-teacher conferences.	To increase student performance.	Research has shown that parent involvement has a significant influence on student performance. (Department of Education survey, 1994)	8/2010	Ongoing
6a	Increase attendance-Truancy intervention plan.	To provide early intervention to minimize students absences.	Results from the 2004 Minnesota Student survey also sparted interest in the topic of truancy intervention. (Department of Education survey, 1994)	8/2010	Ongoing
6b	Decreased discipline referrals (Caught You Being Good Coupons)	To promote positive behavior.	Small rewards such as stickers can be helpful in teaching young children to complete tasks. (Eileen Bailey, 2008)	8/2010	Ongoing
6b	Decreased discipline referrals – Anti-bullying program.	To promote a safe learning environment.	Researchers assert that changing school culture requires the active involvement of teachers, administrators, support staff.(Cooper and Shell, 2003)	10/2010	7/2013
6b	Decreased discipline referrals – Good life celebration.	To promote a student climate of cooperation and values.	Post-interventions data indicates that behavioral referrals decreased when school-wide initiatives were implemented. (M.D. Sherrod, 2009)	8/2010	Ongoing
6b	Decreased discipline referrals – (Essential 55 rules, R. Clark)	To provide a set of rules for success in the classroom.	Student engagement and appropriate behavior had increased (Vasquez-Levy, 1993)	8/2010	Ongoing
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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>					
<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 7: Increase Teacher Quality</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
7a	Locally Developed Appraisals Instruments	PDAS Domains focusing on specific indicators	State's approved instrument for appraising its teachers and identifying areas that would benefit from staff development.	8-23-10	On-going
7b	On-Going Job Embedded Professional Development Highly Effective Question Classroom Observations	Teachers integrating highly effective questions and activities to engage students in critical thinking	Provides teacher an instructional framework that promotes cognitive and social development while creating an atmosphere of creative and active learning (Quest Education, 2009)	8-23-10	On-going
7b	On-Going Job Embedded Professional Development Cooperative Learning Classroom Observations	Teachers integrating academic and collaborative skills into instruction	Cooperative learning groups have higher academic test scores higher self-esteem, greater number of positive social skills, fewer stereotypes of individuals of other races, or ethnic groups (Johnson, Johnson, Holubec, 1993, Slavin, 1991, Stahl and Vansickle, 1992)	8-23-10	On-going
7b	On-Going Job Embedded Professional Development Dual Language Classroom Observations	Teachers Integration of Dual Language Elements by Gómez and Gómez.	The number one predictor for long-term academic achievement in English is the extent and quality of native language schooling (Thomas & Collier, 2002)	8-23-10	On-going
7b	On-Going Job Embedded Professional Dev. e-circle Classroom Observations by Pre-Kindergarten Mentors	Integration of e-Circle components	Building a foundation of skills for pre-kindergarten students (Children's Learning Institute, 2009)	8-23-10	On-going

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**Texas Title I Priority Schools Grant**

**Schedule #4B—Program Description**

**Part 3: Intervention Model**

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

**Critical Success Factor 7: Increase Teacher Quality**

<b>CSF Milestone</b>	<b>Additional Improvement Activity</b>	<b>Rationale</b>	<b>Supporting Research</b>	<b>Timeline Begin Date</b>	<b>Timeline End Date</b>
7b	On-going Job Embedded Professional Development	Continued staff development throughout for teacher to enhance instructional lesson delivery	Evaluation of a professional development program has two important goals: to improve the quality of the program and to determine its overall effectiveness (North Central Regional Educational Laboratory, 1997)	10/2010	7/2013

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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

Add additional pages as needed.

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

**Part 4: Waiver Requests**

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

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

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

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.  
*Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.*
- ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.  
*This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.*

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<b>Schedule #4C—Performance Assessment and Evaluation</b>		
<b>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)</b>		
<b>Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement</b>		
On-going monitoring at Henry B. Gonzalez Elementary will include the continuous examination of testing data by utilizing the following: <ul style="list-style-type: none"> <li>• Classroom Assessments (Weekly) - Teachers/ Grade levels will utilize data in the grade book to determine weak objectives and plan activities accordingly.</li> <li>• Unit assessment results (Six weeks)-Tracking sheets will be utilized to decipher the data from unit assessments. Students with low performing scores in Reading, Math and Science will be given small group instruction by the campus Reading, Math and Science coach to improve performance in weak objectives.</li> <li>• District Benchmark results (December)- Learning teams will disaggregate data and utilize TTIPS camp to allow students an extended day in order to ensure continuous improvement.</li> <li>• TPRI/Tejas Lee/QPS/TORF will be examined (Beginning, Middle and End of Year)-By analyzing the tracking sheets students will be regrouped according to skills not yet mastered.</li> <li>• TRPI/Tejas Lee Progress Monitor (bi-weekly)-Students will be grouped by same ability to focus on reading practice using the TPRI/Tejas Lee intervention guide.</li> <li>• STAR/Early star report (Beginning, Middle and End of Year) -Summary and Growth reports will be examined to determine individual as well as class reading mastery levels. Those students reading below grade level will be assigned a reading partner who will provide additional assistance</li> <li>• TAKS results-Used to evaluate the performance of students on a yearly basis for the upcoming years</li> <li>• Avenues Pre test-Used to determine ELL students' mastery in the acquisition of the English language.</li> <li>• E-Circle Assessment (Pre-K)- Measures student readiness for school and a placement tool for kindergarten</li> <li>• ELAS/SLAS- Will be used to determine whether ELL students have mastered the acquisition of their native language as well as the English language</li> <li>• TELPAS results - Speaking, Listening, Reading and Writing results will be used to track the progress and target ELL students that need additional assistance in acquiring the English language.</li> <li>• Reading Renaissance Reports-Utilize the diagnostic report to help track key indicators of successful reading practice</li> <li>• Math Renaissance Reports (Weekly)-Will provide frequent progress monitoring and produce greater math improvement by differentiating math instruction and addressing each students individual needs</li> <li>• Success Makers Enterprise (SME) Reports by teacher and grade level (Weekly) - Success Maker constantly assesses each individual student's performance within reading, math and science. Teachers may use weekly reports to modify a student's course, as needed. SME individualizes learning for measureable success.</li> <li>• Discipline data of incidents by teacher, grade and area will be analyzed to determine predictable patterns of discipline problems in order to better prepare and prevent further incidents</li> <li>• Parent Communication Logs turned in every six weeks to ensure parents and teachers have on-going communication</li> <li>• Attendance Committee -Provide 6 weeks incentives for attendance, remind staff of daily goal (97%), post students names to recognize those with perfect attendance, announce weekly grade level percentages.</li> <li>• Quarterly reports of budget expenses-Submitted to TEA to keep campus focused on planned activities</li> <li>• Agendas and sign-in sheets of meetings (Staff &amp; Parents) to monitor the number of participants that attend</li> <li>• Teacher shall attend staff development sessions to ensure mastery of new skills and responsibilities which will require a certificate of attendance</li> </ul>		

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<b>Section B: Formative Evaluation-</b> Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>In our efforts to attain our goals we will comply with any evaluation requirements that may be established by the Texas Education Agency, as agreed upon by the project participants. If any readjustments of the activities and strategies are warranted then it will be done under the Texas Educational Guidelines as required.</p> <p>The TTIPS grant program's performance will be evaluated through qualitative data collected from campus administrator surveys, student surveys, and parent surveys. The combined evaluation of surveys will be disaggregated at the end of the school year to establish the overall campus' strengths and weaknesses.</p> <p>The collection of Quantitative data from six week grades, state and district test results, and pre/post tests will be used for student progress monitoring. The given data will also be used to improve student success through quality driven instruction.</p> <p>The staff development component will be monitored for follow-up implementation through formal classroom observations by administrators, as well as informal observations conducted by colleagues in order to provide improvement efforts as needed.</p> <p>The compilation of the TTIPS grant results will be utilized to build upon campus strengths &amp; make appropriate improvements to any given weakness.</p>		

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<b>Section C: Qualitative and Quantitative Data Collection Methods-</b> Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
The campus will use the following qualitative and quantitative data collection methods to improve student instruction:		
Qualitative: Campus Administrator Surveys (multiple instructional programs and departments) Qualitative: Classroom Observations (multiple instructional programs and departments) Qualitative: Parent Surveys (overall educational feedback and involvement) Qualitative: Student Surveys (instructional fidelity, safety, general feedback to superintendent) Quantitative: TAKS, AYP, AEIS, PBMAS, TELPAS, TPRI, Tejas Lee Quantitative: Report Card Grades, Six Weeks Grades, Benchmark Data Quantitative: Applicable Pre/Post Tests Quantitative: Attendance Reports		
The campus will disaggregate data through different methods which include:		
<ul style="list-style-type: none"> <li>• Analyze campus surveys to improve and modify instructional processes</li> <li>• Campus administrator walk-throughs will provide immediate feedback on teacher performance and student engagement</li> <li>• Parent surveys will be completed throughout the academic school year to gather data on community issues, campus and district initiatives, and academic concerns</li> <li>• Student surveys will be done at the end of year to analyze previous year's results for student safety, instruction and overall school environment</li> <li>• Review and analyze TPRI, Tejas Lee - BOY, MOY, EOY to improve instruction</li> <li>• Progress monitoring of TPRI, Tejas LEE will be performed every two weeks</li> <li>• TELPAS will help students achieve proficiencies with English learning</li> <li>• Fluency assessments will be conducted on a bi-weekly basis</li> <li>• Review report card grades on a six weeks basis</li> <li>• Review and analyze six weeks assessments and district benchmark data</li> <li>• Previous year's TAKS information will be analyzed to improve instruction on areas of need</li> <li>• ELL preterm and post term assessments to identify areas of need in language acquisition</li> <li>• Daily, weekly, and every six weeks attendance reports to target students who have low attendance</li> <li>• Weekly grade level meetings to discuss instructional targets and goals</li> <li>• After school meetings will focus on overall student performance and areas of need</li> </ul>		
End of Year results will be the measuring tools for continual improvement in the overall school environment. This data and instruments will be the foundation on which the following school year's goals will be determined. Furthermore, continual evaluation and assessments of the academic needs of our students will be identified and targeted.		

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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).

The TTIPS grant will create an environment that fosters and encourages excellence in Henry B. González's Elementary performance goals. The goals will be developed by disaggregating assessment, attendance, and discipline data. Parents, teachers, and the schools community will play a vital role in developing approaches for the success of the performance goals.

Assessment data will be analyzed in reference to all students and each sub-group to improve academic performance. Sub-group assessment data will be scrutinized to identify the specific needs of our ELL, special education, at-risk and low-socioeconomic status students. TAKS data will be analyzed by grade level, language of instruction and mastery of reading, math, science and writing objectives. Teachers will assist in the development of performance goals by reviewing and analyzing student data. Teachers and administrators will disaggregate performance data of each instructional objective and will continue to track the performance of individual TAKS objectives. Each TAKS objective is identified as a curriculum or instructional deficiency. An objective is identified as a curriculum issue if performance objective is rated at 69% or below, and we have concluded that the tested curriculum has not been taught or some objectives have been taught but not mastered by the students. As a staff we must analyze instructional strategies to determine the most effective teaching methods so that students master objectives. An objective is identified as an instructional issue if performance objective is rated between 70% - 84%. We must spend more quality time on instructional strategies to yield greater results. If performance objective is above 85% we must provide aligned enrichment of engaging lessons to extend the learning. This process is utilized with all assessment data to identify what we must do so that our student experience academic success.

Attendance data will be reviewed by teachers, parent coordinator and administrators to identify students with more than three absences during a six weeks period. Teachers will contact parents and inform them of the student attendance expectation which is 97% daily attendance. Parents will attend meetings to review the importance of the Student/Parent/Teacher Compact in relation to student attendance. Attendance rates will be communicated through the campus Title 1 website, during parent meetings, and during after school functions such as Family Reading Nights or Report Card Night. Teachers will use strategies, interventions and incentives to promote increase student attendance.

Discipline data (referrals) will be reviewed by administrators and teachers to identify the students with the most referrals, location within the campus where most discipline problems occur and grade levels with the most referrals. Plans will be developed to minimize and prevent behavior problems in the trouble spots of the school or during key times of the instructional day. Learning time is increased by of reducing discipline problems.



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Responses are limited to <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Groups participating in the development of these goals will include students, parents, teachers, administrators and community members. Students will provide pertinent feedback in regards to what activities and lessons keep them engaged at school. Students will provide our campus with relevant information as to why they come to school and what makes them stay at school everyday. Students will assist our campus in the development of attendance goals. We will organize a parent advisory group that will assist in the development of performance goals. They will give input and share concerns about their children's progress in academics, attendance and discipline. Our community partners will assist in development of performance goals by providing input about how our students can be a positive contributor in our community. Community partners will meet with parent and teacher groups to share ideas on topics related to academics, attendance and discipline. Our partners will give input on the development of performance goals by serving on the Site Based Decision Making Team. An integral part of implementing a process to develop the Henry B. Gonzalez's performance goals is to coordinate parents, teachers, administrators, and members of the school community to support students in their academic success, positive behavior and increased attendance.</p>		

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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	Reading TAKS	78%	82%	86%	90%
2	Improve Student Achievement in Mathematics	Math TAKS	84%	88%	92%	96%
3	Data-Driven Instruction	Science TAKS Writing TAKS	77% 88%	81% 90%	85% 92%	89% 94%
4	Curriculum Alignment (Horizontal and Vertical)	Content Specific Meetings	1 per year	2 per year	3 per year	4 per year
5	On-going Monitoring of Instruction	PDAS	20 per year	22 per year	24 per year	26 per year

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase the Use of Quality Data to Drive Instruction	Data Disaggregation Planning Sessions	2009-2010 30hrs of Examining data	40hrs	42hrs	45hrs
2	Data-Driven Decisions Upper Grades (3 <sup>rd</sup> – 5 <sup>th</sup> )	TAKS Reading TAKS Math	78% 84%	82% 88%	86% 92%	90% 96%
3	Data-Driven Decisions Lower Grades (K – 2 <sup>nd</sup> )	TPRI Tejas Lee	81% 75%	84% 78%	88% 81%	92% 85%
4	On-going Communication with parents	Parent Communication Log	75% Parent/Teacher Conferences	80%	85%	90%

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Leadership Effectiveness	Highly Effective Training	60%	70%	80%	90%
2	On-going Job Embedded Professional Development	Reading and Math Training	50%	60%	70%	80%
3	On-going Communication	Planning Sessions (once every six weeks)	75%	80%	85%	90%
4	Organizational Health	Staff Surveys (twice a year)	60%	70%	80%	90%
5						

**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	Increase Learning Time	SuccessMaker Enterprise	Total Time spent per student 22:00 hours	25:00	28:00	32:00
2	Flexible Scheduling	Extended Day, Week, Year	75%	80%	85%	90%
3	Instructionally-focused Calendar	Scope and Sequence	70%	75%	80%	90%
4	Staff Collaborative Planning	Planning Sessions, Weekly Team Meetings	60%	70%	80%	90%
5						

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**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Opportunities for Input	Parent Meeting Attendance	35% Parents Attending	50%	60%	75%
2	Effective Communication	Student/Parent/ Teacher Compact	65%	80%	90%	100%
3	Effective Communication	Direct Teacher/Parent Conferences	50%	65%	85%	100%
5	Effective Communication	Visits to Websites	100 hits per day	150 hits per day	200 hits per day	250 hits per day
5	Accessible Community Services	Colonia Meeting Attendance	15% Parents Attending	25%	35%	55%

**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 Attendance	ADA Report, Truancy Intervention Plan	95%	96%	97%	98%
2	Decrease Discipline Referrals	Good Life Celebration, Anti-Bullying Program	75%	80%	85%	90%
3	Increased Improvement in Extra/Co-Curricular Activities	Art, Drama, Chess Clubs	10%	13%	16%	20%
4						
5						

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Locally Developed Appraisal Instruments	PDAS Domains	65 % teachers that meet expectations	70 %	75 %	80 %
2	On-going Job Embedded Professional Development.	Highly Effective Question	40% teachers engaging students in critical thinking	52 %	64%	75 %
3	On-going Job Embedded Professional Development.	Cooperative Learning	60% teachers integrating collaborative skills into instruction	67 %	75%	83 %
4	On-going Job Embedded Professional Development.	Dual Language Classroom	90% teachers attended 3-day training	93%	96%	100%
5						

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

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

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



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**Texas Title I Priority Schools Grant**

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

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institution of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C08	Provide community service programs/activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, & parents to deal with gang-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide Counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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



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

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>					
<b>Barrier: Shortage of Qualified Personnel</b>					
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others	
N01	Develop and implement a plan to recruit and retain qualified personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N03	Provide mentor program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N04	Provide intern program for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N05	Provide professional development in a variety of formats for personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N06	Collaborate with colleges/universities with teacher preparation programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Lack of Knowledge Regarding Program Benefits</b>					
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others	
P01	Develop and implement a plan to inform program beneficiaries of program activities & benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P03	Provide announcements to local radio stations & newspapers about program activities/benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
P99	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Lack of Transportation to Program Activities</b>					
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others	
Q01	Provide transportation for parents and other program beneficiaries to activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q03	Conduct program activities in community centers and other neighborhood locations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Q04	Other (Specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Barrier: Other Barrier</b>					
#	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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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5—Program Budget Summary</b>				
<b>Program Authority:</b> P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		<b>Fund Code</b> ARRA (CFDA# 84.388A): <b>286</b> Regular (CFDA# 84.377A): <b>276</b>		
<b>Project Period: August 1, 2010 through June 30, 2013</b>				
<b>Class/Object Code and Description</b>	<b>Campus Grant Costs</b>	<b>LEA Admin Grant Costs</b>	<b>Pre-Award Cost</b>	<b>Total Grant Funds Budgeted</b>
Payroll Costs	5B 6100 \$ 2,452,132	\$ 38,000		\$ 2,490,132
Professional and Contracted Services	5C 6200 \$ 592,794	\$ 3,636		\$ 596,430
Supplies and Materials	5D 6300 \$ 1,571,630	\$ 5,454		\$ 1,577,084
Other Operating Costs	5E 6400 \$ 583,065	\$ 2,727		\$ 585,792
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX 0			0
Total Direct Costs		\$ 5,199,621	\$ 49,817	\$ 5,249,438
% Indirect Costs				
<b>Grand Total</b>				
Total Budgeted Costs:		\$ 5,199,621	\$ 49,817	\$ 5,249,438
<b>Administrative Cost Calculation</b>				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				\$5,249,438
Multiply by ( limit)				X
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 5,249,438

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<b>Schedule #5—Program Budget Summary</b>		
<b>Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.</b>		
Year 1: SY 2010-2011 \$1,780,875 Year 2: SY 2011-2012 \$1,734,811 Year 3: SY 2012-2013 \$1,733,752  * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not.		
<b>Provide any necessary explanation or clarification of budgeted costs</b>		
Salaries for District Shepherd, Grant Secretary and Grant Bookkeeper on this schedule have been calculated to be shared by the eleven applying campuses: Ann Richards Middle School, Américo Paredes Elementary, Dr. Javier Sáenz Middle School, Elodia Chapa Elementary School, Emiliano Zapata Elementary School, Henry B. González Elementary School, Irene García Middle School, La Joya High School, Lorenzo de Zavala Middle School, Rosendo Benavides Elementary School, Sam Fordyce Elementary School. Dependent on number of schools awarded the grant, amendments will need to be made to determine the actual campuses' cost.		

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #5B—Payroll Costs (6100)</b>						
<b>Budgeted Costs</b>						
<b>Employee Position Titles</b>		<b>Justification</b>	<b>#Full-Time Effort</b>	<b>#Part-Time Effort</b>	<b>Pre-Award</b>	<b>Amount Budgeted</b>
<b>Instruction</b>						
1	Teacher	4 CRT 50 X 4	4		\$	\$492,000
2	Educational Aide					
3	Tutor					
<b>Program Management and Administration</b>						
4	Project Director	District		.09		\$21,881
5	Project Coordinator	Campus		X3		\$171,390
6	Teacher Facilitator					
7	Teacher Supervisor					\$96,367
8	Secretary/Administrative Assistant	Campus/District	1	.09		\$7,967
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper	District		.09		\$7,313
11	Evaluator/Evaluation Specialist					
<b>Auxiliary</b>						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title: Math Specialist (3)					\$443,907
23	Title: Science Specialist (1)					\$147,969
24	Title: Parent Strategist (1)					\$147,969
25	Title:					
26	<b>Subtotal Employee Costs</b>				\$	1,536,763
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay				\$ 60,000
28	6119	Professional Staff Extra-Duty Pay				234,780
29	6121	Support Staff Extra-Duty Pay				16,000
30	6140	Employee Benefits				361,776
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>					\$923,336
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				\$	2,452,132

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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
6212	Audit Costs (other than audits required under OMB Circular A-133) Specify purpose: _____		\$0
6269	Rental or Lease of Buildings, Space in Buildings, or Land Specify purpose and provide calculation: _____		\$0
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools) Specify Purpose: <b>Parent monthly newsletter</b>		\$15,000
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools) Specify Purpose: _____		\$0

**Subtotal** \_\_\_\_\_

**6200 – Professional and Contracted Services Cost Requiring Specific Approval**

\$15,000

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

#	Topic/Purpose/Service	Total Contracted Amount	Pre-Award	Total Amount Budgeted
1.	Math Renaissance	\$ 9,750	\$	\$ 29,250
2.	Perfect Attendance	1,200		7,200
3.	Games 2 U	9,000		27,000
4.	Oscar Muñoz- Magician	800		2,400
5.	Nacho Estrada Ventriloquist	800		2,400
6.	SIRC - Positive Behavior Support	4,000		12,000
7.	Ivan Hannel - HEQ Training	5,000		15,000
8.	Martha Morales – Reading Strategist	4,000		12,000
9.	Writing Academy	4,500		13,050
10.	Lucy Muñoz – Math Strategist	3,000		9,000

**Subtotal** \_\_\_\_\_

**Professional and Consulting Services Less than \$10,000**

\$

\$ 129,300

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

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

**Scholastic Education System 44**

Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$ 22,494
Title: _____				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (     %)				
<b>Total Payment:</b>		\$	\$	\$ 22,494

<b>For TEA Use Only</b> Adjustments and/or annotations made on this page have been confirmed with _____  by telephone/e-mail/FAX on _____ by _____ of TEA.	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System (SAS)</b>  <b>School Years 2010-2013</b>	<b>108-912</b> County-District No.  Amendment No. _____		
<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>				
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>				
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  E-Instruction				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$ 10,000		\$ 30,000
<b>Title:</b> E-Instruction				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost ( %)				
<b>Total Payment:</b>				\$ 30,000
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>  SIRC- Social Services Support to create community-oriented schools				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$ 117,000		\$351,000
<b>Title:</b> SIRC				
Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Sub grants Only)				
Indirect Cost ( %)				
<b>Total Payment:</b>				\$351,000
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b> SIRC-Campus Data				
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>
Contractor's Payroll Costs		\$ 15,000		\$ 45,000
<b>Title:</b> SIRC				
Sub grants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Sub grants Only)				
Indirect Cost ( %)				
<b>Total Payment:</b>				\$ 45,000
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>				\$448,494
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				\$ 15,000
Subtotal of Professional and Consulting Services or Sub grants Less than \$10,000:				\$129,300
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:				\$448,494
Remaining 6200- Professional and Contracted Services that do not require specific approval:				
<b>Grand Total:</b>				\$592,794

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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>School Years 2010-2013</b>		Amendment No. _____		
<b>Texas Title I Priority Schools Grant</b>						
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>						
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>	
6399	Technology Hardware- Not Capitalized					
	#	Type	Purpose			Quantity
	1					
	2					
	3					
	4					
5						
6399	Technology Software- Not Capitalized					
6399	Supplies and Materials Associated with Advisory Council or Committee				\$ 1,571,630	
<b>Total Supplies and Materials Requiring Specific Approval:</b>						
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>					1,571,630	
<b>Grand Total</b>				\$	\$1,571,630	



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by telephone/e-mail/FAX on _____ by _____ of TEA.		<b>School Years 2010-2013</b>		Amendment No. _____	
<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval</b>					
<b>Expense Item Description</b>				<b>Pre-Award</b>	<b>Total Budgeted</b>
6411	Out of State Travel for Employees (includes registration fees) Specify purpose: Job Embedded Staff Development			\$	\$ 540,065
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Transportation Specify purpose:				37,000
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose:				0
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose:				0
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose:				0
6429	Actual losses which could have been covered by permissible insurance				0
6490	Indemnification Compensation for Loss or Damage				0
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				0
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization:				0
	Publication and Printing Costs- If reimbursed (specific approval required only for nonprofit charter schools)				6,000
	Specify purpose: Food				
<b>Total 64XX- Operating Costs Requiring specific approval:</b>					
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>					583,065
<b>Grand Total</b>				\$	\$ 583,065

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

<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108-912 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>108-912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108-912 County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108-912 County-District No.
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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



<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108-912 County-District No.
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are **nonprofit organizations (other than charter schools) and universities/colleges** that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A **nonprofit organization or university/college** grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
  - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
  - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
  - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

<p><b>SCHEDULE #6A – cont.</b></p> <p>GENERAL PROVISIONS &amp; ASSURANCES</p>	<p><b>TEXAS EDUCATION AGENCY</b></p> <p><b>Standard Application System</b></p> <p><b>School Years 2010-2013</b></p>	<p><u>108-912</u></p> <p>County-District No.</p>
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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
5. **For Commercial (for-profit) Organizations**: 29 CFR 1630 and 48 CFR Part 31.

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

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



<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	108-912 County-District No.
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2. **Availability of Information:** Any application, evaluation, periodic program plan, or report relating to each program described in this application will be made readily available to parents and other members of the general public (20 USC 1232(e)).
  3. **Sharing of Information:** Contractor certifies that it has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program described in this application significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects (20 USC 1232(e)).
  4. **Prohibition of Funds for Busing:** The applicant certifies that no federal funds (except for funds appropriated specifically for this purpose) will be used for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to overcome racial imbalance in any school or school system, or for the transportation of students or teachers (or for the purchase of equipment for such transportation) in order to carry out a plan of racial desegregation of any school or school system (20 USC 1228).
  5. **Direct Financial Benefit:** Contractor certifies that funds expended under any federal program will not be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization [20 USC 1232(b)(8)].
- EE. Payment for Services:** Payment for service(s) described in this Contract is contingent upon satisfactory completion of the service(s). Satisfaction will be determined by TEA's Project Administrator, in his sole discretion but in accordance with reasonable standards and upon advice of his superiors in TEA, if necessary.
- FF. Family Code Applicability:** By signing this Contract, Contractor, if other than a state agency, certifies that under Section 231.006, Family Code, that Contractor is not ineligible to receive payment under this Contract and acknowledges that this Contract may be terminated and payment may be withheld if this certification is inaccurate. TEA reserves the right to terminate this Contract if Contractor is found to be ineligible to receive payment. If Contractor is found to be ineligible to receive payment and the Contract is terminated, Contractor is liable to TEA for attorney's fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages or relief provided by law or equity.
- GG. Interpretation:** In the case of conflicts arising in the interpretation of wording and/or meaning of various sections, parts, Appendices, General Provisions, Special Provisions, Exhibits, and Attachments or other documents, the TEA Contract and its General Provisions, Appendices and Special Provisions shall take precedence over all other documents which are a part of this contract.
- HH. Registered Lobbyists:** No state or federal funds transferred to a contractor/grantee may be used to hire a registered lobbyist.
- II. Test Administration and Security:** This contract is executed by Agency subject to assurance by Contractor that it has at all times been and shall remain in full compliance with Title 19, Texas Administrative Code Chapter 101, and all requirements and procedures for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Notwithstanding any other provision in this contract or any other document, this contract is void upon notice by Agency, in its sole discretion, that Contractor or any school, campus, or program operated by Contractor has at any time committed a material violation of Title 19, Texas Administrative Code Chapter 101, or any requirement or procedure for maintaining test security specified in any test administration materials in the possession or control of Contractor, or any school, campus, or program operated by Contractor. Expenditures and/or activities for which Contractor may claim reimbursement shall not be accrued or claimed subsequent to receipt of such notice from Agency.
- JJ. Social Security Numbers:** Social Security numbers will not be provided by TEA as a part of this agreement. TEA is not requiring or requesting school districts or other grantees to provide Social Security numbers as a part of this agreement.
- KK. Student-identifying Information:** Contractor agrees that in executing tasks on behalf of TEA, Contractor will not use any student-identifying information in any way that violates the provisions of FERPA and will destroy or return all student-identifying information to TEA within thirty (30) days of project completion.

<b>SCHEDULE #6A – cont.</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>108-912</u> County-District No.
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**LL. High-Risk Status, Special Conditions, and Enforcement Actions:** Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

<b>SCHEDULE #6 B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	<u>108-912</u>  County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

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

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

<b>SCHEDULE #6B</b> Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federal grants regardless of the dollar amount	<u>108-912</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

#### **Certification**

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

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

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

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

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

<b>SCHEDULE #6C.</b> Lobbying Certification	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b> Required for all federally funded grants greater than \$100,000.	<u>108-912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

<b>SCHEDULE #6D -</b> Disclosure of Lobbying Activities	<b>TEXAS EDUCATION AGENCY</b>	
	<b>Standard Application System</b>	
	<b>School Years 2010-2013</b>	<u>108-912</u> County-District No.
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Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.)  
**Do not sign and submit this disclosure form unless lobbying activities are being disclosed.**

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

<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <u>108-912</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

**The following special provisions apply to all programs funded under the Elementary and Secondary Education Act, as amended by P. L. 107-110, No Child Left Behind (NCLB) Act of 2001.** By signing Schedule #1 of this SAS, the applicant is assuring it is in compliance with the following provisions:

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



<b>SCHEDULE #6E – cont.</b> NCLB ACT PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b>  <b>Standard Application System</b>  <b>School Years 2010-2013</b>	  <u>108-912</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).



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



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

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

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

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

**Terms defined:**

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

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

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

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

**GRANTEE** – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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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