

<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>Hillsboro ISD</b> Organization Name Hillsboro Intermediate School	109904 County-District#
		Campus Name 746001096 9-Digit Vendor ID#	109904107 Campus Number 12 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

### Texas Title I Priority Schools Grant

#### Schedule #1 – General Information

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

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

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

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

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

Tier I ☐ Tier II ☐ Tier III ☒

#### Part 1: Index to the Application

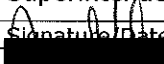
An X in the "New Application" column indicates those schedules that **must** be submitted as part of the application. The applicant must place an X in this column for each additional schedule submitted to complete the application. For amendments, the applicant must place an X in the Amendment Application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

Sch No.	Schedule Name	Application	
		New	Amend
1	General Information	X	X
3	Purpose of Amendment	NA	<input type="checkbox"/>
4	Program Requirements	X	<input type="checkbox"/>
4A	Program Abstract	X	<input type="checkbox"/>
4B	Program Description	X	<input type="checkbox"/>
4C	Performance Assessment and Evaluation	X	<input type="checkbox"/>
4D	Equitable Access and Participation	X	<input type="checkbox"/>
5	Program Budget Summary	X	X
5B	Payroll Costs 6100	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5C	Professional and Contracted Services 6200	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5D	Supplies and Materials 6300	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5E	Other Operating Costs 6400	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5G	Capital Outlay 6600/15XX (Exclusive of 6619 and 6629)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6A	General Provisions	X	NA
6B	Debarment and Suspension Certification	X	NA
6C	Lobbying Certification	X	NA
6D	Disclosure of Lobbying Activities	<input type="checkbox"/>	<input type="checkbox"/>
6E	NCLB Provisions and Assurances	X	NA
6F	Program-Specific Provisions and Assurances	X	NA

#### Certification and Incorporation

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

#### Authorized Official

Typed First Name	Initial	Last Name	Title
James		Gilcrease	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
254-582-8585	254-582-4165	gilcrease@hillsboroisd.org	 6/3/10

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

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

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

TEA DOCUMENT CONTROL

701-10-112-330

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by telephone/e-mail/FAX on _____ by _____ of TEA.		Amendment No. _____
<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.		
1 <input type="checkbox"/>	<b>Proof of Nonprofit Status</b>	
	<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.)	
2 <input checked="" type="checkbox"/>	<b>Assurance of Financial Stability</b>	
	<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.	
3 <input checked="" type="checkbox"/>	<b>Assurance of Submittal of Reviewer Information Form</b>	
	<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					
Hillsboro ISD					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
121 E. Franklin St.				Hillsboro	TX
U.S. Congressional District Number		Primary DUNS Number		Central Contractor Registration (CCR) CAGE Code	NCES Identification Number
17 <sup>th</sup>		024721227		5EFT5	4823280
Campus Name				County-District Campus Number	
Hillsboro Intermediate School				109-904	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
1000 Old Bynum Road				Hillsboro	TX
<b>Applicant Contacts</b>					
<b>Primary Contact</b>					
First Name		Initial		Last Name	Title
Nancy				Divin	Ass't Supt C & I
Telephone		Fax		Email	
254-582-8585		254-582-4165		divin@hillsboroisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
121 E. Franklin St.				Hillsboro	TX
<b>Secondary Contact</b>					
First Name		Initial		Last Name	Title
Jimmy				Adams	Finance Director
Telephone		Fax		E-mail	
254-582-8585		254-5824165		adams@hillsboroisd.org	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
121 E. Franklin St.				Hillsboro	TX

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**Texas Title I Priority Schools Grant**

**Schedule #3—Purpose of Amendment**

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

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

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

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

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

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

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

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

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<b>Part 2: Statutory Requirements</b>			
<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>#</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. <ul style="list-style-type: none"> <li>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:             <ul style="list-style-type: none"> <li>i. Comprehensive Needs Assessment process.</li> <li>ii. Establish the grant budget by the required categories.</li> <li>iii. Identification and Selection of the intervention model.</li> <li>iv. Development of activities to implement selected intervention model.</li> <li>v. Development of Timeline of Grant Activities.</li> </ul> </li> </ul>		



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

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

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<b>Part 1: Grant Eligibility</b>		
<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 checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance		
<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).		

## TTIPS grant and implementation: Option 1

Hillsboro ISD will implement the transformation intervention model, as described by USDE, to improve student achievement at Hillsboro Intermediate School. By utilizing Option 1 implementation timeline, Hillsboro Intermediate School will be able to immediately continue implementation of the results of a comprehensive needs assessment started last school year and to continue and enhance the activities and strategies needed to dramatically improve student achievement. Rated as an Recognized campus for the 2009 school year through use of the TPM measure, the campus has been under the direction of a new principal and a new assistant principal during the 2009-2010 school year. The District Superintendent and the Assistant Superintendent for Curriculum and Instruction have closely monitored the activities of the campus that had a teacher turn-over rate of over 40%. The Campus Improvement Team and Campus Leadership Team has started intensive strategies to address the under-performance of identified student groups, lack of consistency in curriculum delivery and lack of support for those students identified as at-risk. Through the monitoring process, it was evident that TAKS performance for the 2009-2010 school year would drop. It is the desire of the district and leadership to continue and extend the intensive intervention model begun and to establish systemic and sustainable change and reform. Specifically, the reading levels and foundation math skills of students on this campus (grades 3-6) must be improved in order to ensure long-term academic success.

In partnership with the Schlechty Center and ESC 12, Hillsboro ISD will engage in assessment of the LEA's and school's readiness, capacity, and commitment to implement the transformation intervention model. This process will be led by the Schlechty Center who will produce an Executive Assessment of System Capacity. This assessment will focus on assessing the capacity of the organization to support changes needed for transformation. In addition to assessment of Critical Success Factors and annual performance targets for student achievement, the campus and district design team will analyze "artifacts" of the school using the Schlechty Center's Six Critical Systems and other tools to understand why initiatives succeed or fail. In addition, Hillsboro Intermediate School and Hillsboro ISD will assess capacity for change through the Schlechty Center Transformation 2.0 model to draw conclusions about the potential of the school to support school transformation. All assessments are designed to provide baseline data on staff and student perception of the existence of rigor, relevance, and relationships in the classroom and school and critical leadership skills and abilities.

The preliminary assessment will produce a school profile report that will serve as the launch point for a more thorough and targeted needs assessment visit, conducted by senior consultants from the Schlechty Center to identify school strengths and areas of need based on the existence or absence of the four intervention strategies associated with the transformation model:

1. Develop and increase teacher and school leader effectiveness
2. Comprehensive instructional reform strategies
3. Increasing learning time and creating community-oriented schools
4. Providing operational flexibility and sustained support

The comprehensive needs assessment will produce specific recommendation that will be used by the Campus Improvement Team (CIT) and Hillsboro ISD will identify:

- Needs identified through the comprehensive needs assessment
- Strategies and activities needed to fully support and implement the intervention model
- Implementation timeline
- Critical Success Factors and Milestones

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<b>Texas Title I Priority Schools Grant</b> <b>Schedule #4B—Program Description</b>															
<b>Part 1: Comprehensive Needs Assessment</b>															
<b>Section A: Campus Grade Levels</b>															
<b>Type of School</b>	<b>Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant</b>														
	<b>PK</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total</b>
<b>Public School</b>					157	150	157	145							
<b>Open-Enrollment Charter School</b>															0
<b>Total Students:</b>	0	0	0	0	157	150	157	145	0	0					579
<b>Total Instructional Staff</b>														<b>40</b>	
<b>Total Support Staff</b>														<b>14</b>	
<b>Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process</b>															
<b>1</b>	Executive Assessment of System Capacity based on the capacity of the school to support changes needed for transformation, Critical Success Factors, and annual performance target for student achievement.														
<b>2</b>	School assessments based on Schlechty's Six Critical Systems														
<b>3</b>	Transformation 2.0 based on the schools potential to support school transformation														
<b>4</b>	Qualitative data such as interviews with staff, written surveys from staff, students, and parents; focus groups; minutes from both campus and district level Site Based Decision Making Committee meetings														
<b>5</b>	Data collection of curriculum and instruction needs (monthly grade level meetings, PDAS information, curriculum alignment with TEKS, use of vertically aligned curriculum)														
<b>6</b>	Analysis of walkthrough data to determine professional development needs for the staff														
<b>7</b>	Analysis of student data gathering techniques used by teachers such as the use of benchmark testing, six weeks grades, computer-assisted instruction assessments														
<b>8</b>	Analysis of individualized intervention services, support and types of instruction for students with learning problems and special needs														
<b>9</b>	Teacher and administrator evaluation system data (PDAS)														
<b>10</b>	A review of the LEP program including information on the students' proficiency in English and in their native language, achievement data in reading/language arts and mathematics, a comparison of achievement data for ELL and non-ELL students, and a summary of the previous schooling experiences of the children. The assessment will reflect the professional development needs of the instructional personnel who will provide services to the ELL students.														

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>		
<b>Section C: Process</b> Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.</b>		
<p>A needs assessment will be conducted by the Schlechty Center for the specific purpose of providing objective feedback to the campus and district leadership teams regarding systemic campus improvement. Goals of the needs assessment include: (1) Assist school in clarifying and identifying their practices through the use of interview and observational protocols based on the Schlechty Center's Six Critical Systems, research based principles, found in the most effective schools and school redesign models being implemented throughout the state/country, and the Learning Criteria to Support 21<sup>st</sup> Century Learners. (2) Provide a comprehensive scan of the school environment and concrete feedback on how the campus might enhance where they stand in terms of these principles (e.g., strengths/areas for focus). (3) Assist schools in clarifying and identifying their practices through the use of interview and observational protocols focused on ensuring that each student has access to a personalized learning environment, a rigorous and relevant curriculum and engaging instruction. The assessment will focus on factors that have the potential to impact the achievement of students. The Campus Leadership Team participated in a similar needs assessment last school year as a part of the district's required data review activities.</p> <p><b>Process to identify needs of the campus:</b>          A full scan of the campus environment will provide information to be collected and analyzed for the needs assessment via the following activities:</p> <ul style="list-style-type: none"> <li>• Individual and group interviews with the superintendent, assistant superintendent, principal, assistant principals, counselors, teachers, parents and students</li> <li>• Pre-assessment survey feedback from stakeholders that included teachers, parents, and students</li> <li>• Direct classroom observation</li> <li>• Review of school data (PEIMS, AEIS, CIPs, lesson plans, etc.)</li> <li>• State mandated and district test scores (aggregate and for subgroups, dropout rates, student mobility, attendance rates, and graduation rates)</li> <li>• Curriculum and instruction issues including alignment with TEKS and TAKS</li> <li>• Professional development needs including teacher qualifications, the nature of professional development, and planning time for teachers.</li> <li>• Family and community involvement will be explored (communication with parents about student achievement, their involvement in decisions, supports provided to families, and/or business partnerships)</li> </ul> <p>After the analysis of quantitative and qualitative data is completed, a design planning event will be facilitated by a senior consultant from the Schlechty Center to: (1) Identify goals to implement identified strategies and activities to support the transformation intervention model, and an action plan will emerge from those goals; (2) A Campus Design Team will be established.</p> <p>The Campus Design Team will:</p> <ul style="list-style-type: none"> <li>• <u>Identify major issues and concerns</u> through any number of brainstorming activities. Issues and concerns will be organized by goal areas and then priorities for assessment will be established.</li> <li>• <u>Prioritize needs</u> using a disaggregated prioritization involving rank ordering criteria to be used. A need is then judged by each of the criteria, beginning with the highest-ranked criteria first and addressed one at a time.</li> <li>• <u>Identify root causes</u> – the Campus Design Team will employ techniques such as the “6Whys” to discover the root causes of the problem.</li> <li>• <u>Summary findings</u> will be used for disseminating results and for generating action plans. Brief summaries will be easy to digest and make for excellent talking points when presented in bulleted or numbered form. An executive summary will be useful for communicating with the key stakeholders and community.</li> <li>• <u>Comprehensive Planning</u> – the Campus Design Team will articulate the measurable goals and devise strategies to meet those goals. The “what” will be decided, and the planning process will lead through to the “how”, or the devising of strategies to meet needs.</li> </ul> <p><u>Planning</u> will be clearly connected to SMART Goals (specific, measureable, attainable, realistic, timely) and the improvement strategies will be aligned with the comprehensive needs assessment.</p>		

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<b>Part 1: Comprehensive Needs Assessment Cont.</b>			
<b>Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process.</b>			
<b>1</b>	The Campus Site-Based Committee composed of the Superintendent, Ass't. Supt. for C & I, principal, assistant principals, central office staff, teachers, school staff, parents, and community organizations.		
<b>2</b>	Central office staff		
<b>3</b>	Principal, assistant principals, counselors		
<b>4</b>	Core subject area and elective teachers		
<b>5</b>	Paraprofessionals		
<b>6</b>	School office staff such as school secretary, business clerks, attendance clerks		
<b>7</b>	Parents/guardians		
<b>8</b>	Community members and members of various community clubs and organizations		
<b>9</b>	Students from various backgrounds (cultural, ethnicity, socio-economic)		
<b>10</b>			



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<b>Part 2: Project Management</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , 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>The overall programmatic and financial management of the Texas Title I Priority Schools Grant will be the responsibility of Nancy Divin, the <b>District Shepherd</b>. Ms. Divin, Assistant Superintendent for Curriculum and Instruction in Hillsboro ISD, will work closely with <b>district Superintendent</b>, Dr. James Gilcrease. She will have direct contact as frequently as needed with the Superintendent who is final decision-making figure in the District along with the HISD Board. She will also work closely with the business office and the <b>Director of Finance</b>, Jimmy Adams, for the district, as well as the <b>campus principal</b> to ensure all costs encumbered are allowable, reasonable, appropriate, and aligned with program objectives. In addition, the <b>Title Funds, and Local Funds 199</b> will also be coordinated for the school improvement project. The day to day instructional operations and management of the project will be under the direction of the <b>Project Director</b> who will be supervised by the District Shepherd. The <b>business office</b> will be responsible for the record keeping of funds and reporting financial expenses to TEA. The TTIP program fits well with and the school improvement initiatives already begun such as the Math Instructional Coaching program stressing content integration, academic achievement and college readiness during the academic school year. Coupled with TTIP, HISD will provide a seamless learning stream of resources maximizing grant funds and therefore, making it more cost effective. The <b>Project Manager and District Shepherd</b> will coordinate all efforts and report on the grant status. The curriculum department is well poised to implement TTIP because of its current implementation of the C-SCOPE curriculum which is aligned, written, taught, and tested curriculum and makes available access to an array of academic technology services, products and support for students, families and teachers district-wide. Staff development will be offered onsite and through the video conferencing system at ESC 12. Campuses will use video conferencing to participate in distance learning events and professional development conferences.</p>		
<p><b>The proposed program will be coordinated with the existing improvement initiatives but will provide a more organized and reliable method of school improvement.</b> Hillsboro ISD views this project as a "learning initiative" not simply "another" initiative. Given this focus, professional development and curriculum writing conducted by core content area departments and instructional teams will focus on the integration of research-based school improvement models to improve instruction.</p>		
<p>Not only will financial support be provided to the campus but a clear, well articulated agreement from the Board of Trustees and the Superintendent to the campus staff that:</p>		
<p><b>Data-driven decision making will become a way of life</b>, with an infrastructure developed that allowed more effective access of data by staff at the campus level.</p>		
<p><b>Increased opportunities for staff communication and collaboration</b> will be provided at both district and campus levels. For example, as districts recognized the need to better align the curriculum with state assessments, scheduled time for teachers to collaborate on this project will be allowed and emphasized. Teachers have reported that discussions can result in a better understanding of grade-by-grade expectations for students.</p>		
<p><b>Intentionally used professional development to support improvement efforts</b> with less traditional approaches to professional development, such as an increase in opportunities for teacher collaboration</p>		
<p>The district will provide <b>more structure and additional resources</b> in the way of timely assistance for students with academic difficulties. The initiatives started during the 2009-2010 school year will continue and be strengthened.</p>		
<p>Finally, a <b>shift in the role of central office staff from control and supervision to one of providing increased support</b> and consultation for school-based efforts.</p>		

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<b>Part 2: Project Management Cont.</b>		
<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>Partnership/Involvement of Others</b> – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>The Campus Improvement Team (CIT) composed of stakeholders ( Superintendent, Internal CIT / Ass't Supt. for C &amp; I, principal, assistant principals, counselors, central office staff, teachers, school staff, parents, and community organizations) began meeting regularly during the fall of 2009 to begin to look at a school improvement initiatives. The Central Office Staff shared district data such as test scores, dropout rates, retention rates, college entrance scores, attendance data, teacher reviews of staff development and the results of teacher school climate surveys to the CIT. The CIT also examined Campus Improvement Plans, teacher STaR Chart results to determine how technology was being utilized for teachers and students. The results of a data review as required by district administration was shared with the CIT, department chairs, teachers, and staff. In October 2009, the team, developed goals for improvement for the current school year. Activities to meet the goals were developed through input of all stakeholders. The plan called for immediate improvement of student performance for all students during the 09-10 school year especially in basic foundation skills and understanding. However, the team recognized a need to implement a more systemic and sustainable form of reform and transformation for the improvements to be long-term.</p> <p>The Campus Improvement Team (CIT) reviewed school reform models throughout the school year to address the following: 1) develop and increase teacher and principal effectiveness through ongoing, high quality staff development and rewarding teachers for increased student achievement; 2) develop and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the TEKS; 3) increase learning time for students; 4) provide flexibility and sustained support to the campus to develop staffing patterns, calendars/schedules and budgets that meet the campus needs; 5) increase technology integration across the curriculum; 6) study staff compensation schedules to make sure that they provide for the funds to attract and retain staff with the skills necessary to meet the needs of students; 7) study "response to intervention" models to recommend a model that would meet the needs of students struggling; 8) increase the student enrollment in Advanced Placement and dual credit college courses. After careful review of their assigned areas of school improvement, the committees had a thorough understanding of the four federally prescribed models of school improvement. The CIT recommended to the Superintendent that Hillsboro ISD implement the <b>Transformation model</b> of school improvement. Specifically, the group recommended, after studying the ideas and frameworks of Phillip Schlechty, a partnership with the <u>Schlechty Center for Leadership in School Reform</u>.</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>Based on the findings from the comprehensive needs assessment and the goals/action identified by the Site Based Team to fully implement strategies and activities associated with the transformation intervention model, Hillsboro ISD is prepared to develop and revise district policy and guidelines to provide school leadership with the operational flexibility needed to significantly improve student achievement at Hillsboro Intermediate School. The district will participate in focus group discussions led by the Schlechty Center Associates on leadership, sustainability and building capacity that will in turn lead staff to make recommendations regarding revisions to policy and guidelines regarding instruction, instructional calendars, acceleration of students, budgeting and monitoring procedures. Specific policy changes will be documented in the "campus portolio" of reform measures. This modification of guidelines and practices is specifically addressed in both Phase II and Phase III of the Schlechty Reform Model.</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>Hillsboro ISD, the fiscal agent for the grant, has a successful history of coordinating funds to meet the needs of the students and teachers. A variety of existing resources will be utilized during the grant. Hillsboro ISD will utilize <b>current facilities such as classrooms, science labs, libraries and computer labs</b>. The district will support the grant with the following resources: <b>use of current video conference equipment, use of current student and teacher computers and related technology, and teacher supplies</b>. A significant portion of this grant will be used for staff development. Staff Development Training will occur during the school year and in the summer. Various sessions and networking meetings will be held using the video conference system. Schedules and timelines will be coordinated to meet the needs of the grant. <b>Existing facilities and instructional staff</b> will be used to implement the grant activities. A Project Manager will be hired. Along with the District Shepherd, he/she will guide and supervise the implementation of the grant activities. <u>One hundred percent of the project manager's time will be committed to this project.</u> Grant activities and funding will be <b>coordinated with Local 199 funds, Title I, Title IIA, Title III funds and e-rate funds</b>. <b>Network infrastructure and Internet access is paid by e-rate funds</b>. All district finances are overseen by the Director of Finance, Jimmy Adams. Mr. Adams will be responsible for approving and submitting all financial and required expenditure reports.</p>		

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<b>Grant Project Manager Qualifications</b> – Describe the qualifications of the person selected to be the project manager for this grant on the campus.		
<p>Hillsboro ISD will employ a Grant Project Manager whose work will involve supporting school planning and redesign processes to address the primary areas of: 1) teacher and school leader effectiveness; 2) comprehensive instructional reform; 3) increased learning time; and 4) operational flexibility. This support will be delivered through training sessions, onsite coaching and follow up support.</p>		
<p>The project manager will be specifically responsible for:</p> <ol style="list-style-type: none"> <li>1. Effective implementation of the strategies and activities identified in the Description Report</li> <li>2. Serve as the district liaison to TEA</li> <li>3. Prepare and submit all required program reports and evaluations</li> <li>4. Serve as the liaison to external providers</li> </ol>		
<p>Hillsboro ISD's District Education Improvement Committee with input from the Director of Human Resources has developed a profile of the type of person that they feel would make a successful candidate and be able to lead the Transformation project. The following qualifications have been recommended:</p>		
<ul style="list-style-type: none"> <li>• A Master's degree in education</li> <li>• Significant experience working within K-12 public schools as a teacher, principal or district administrators (a minimum of 5 years working in schools playing a leadership role as a teacher or administrator)</li> <li>• Extensive knowledge of and commitment to education reform, including experience working on a successful school turnaround or in a school that has been successful in closing the achievement gap for poor and minority students</li> <li>• Experience in education administration including program development, budgeting, scheduling, and staffing</li> <li>• Ability to work independently and part of a team</li> <li>• Experience in working with high need school districts and campuses to facilitate successful school improvement initiatives</li> <li>• The qualified candidate will have worked directly with principals, teachers, and district personnel on a number of projects</li> <li>• Will have the ability to manage a complex planning and school improvement process</li> <li>• The candidate should be able to easily gain credibility with the school staff, parents and community</li> <li>• The candidate should possess excellent communication and interpersonal skills</li> </ul>		

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<b>LEA Support</b> – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>The school improvement process will be directed by the Campus Improvement Team with the purpose of developing and increasing teacher and school leader effectiveness, implement comprehensive instructional reforms, increase learning time and create community-oriented school that will provide operational flexibility and sustained support.</p> <p>Nancy Divin, Assistant Superintendent of Curriculum and Instruction, will act as the District Shepherd. As District Shepherd she will act as a liaison to ensure responsiveness of Hillsboro Intermediate School departments to campus transformation efforts, provide a direct line of communication to the superintendent, and monitor the principal's progress on 90-day plans. As District Shepherd, Nancy Divin will attend all required meetings listed on the statement of commitment as well as professional development sessions throughout the three-year program.</p> <p>TTIPS Grant funding will be used to hire the project manager who will oversee grant activities for Hillsboro Intermediate School. An office will be provided to the project manager and the position will be a direct report to the District Shepherd.</p> <p>The project manager will be specifically responsible for effective implementation of the strategies and activities identified in the Description Report, serve as the district liaison to TEA, preparing and submitting all required program reports and evaluations, and will serve as the liaison to external providers. The Project Manager will attend all required meetings listed on the statement of commitment as well as professional development sessions throughout the three-year program.</p> <p>Clerical support will also be provided through the grant to work under the direction of the Project Manager and the Director of Finance. The clerical assistance will be beneficial in keeping records, developing purchase orders, monitoring day-to-day record-keeping, maintaining records of participating in training and events, and assisting with travel arrangements and set-up for training sessions.</p>		

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<b>Program Continuation and Sustainability</b> – Describe how the LEA will sustain the campus reforms after the funding period ends.		
Hillsboro ISD will employ every effort to sustain the Texas Title I Priority Schools Grant (TTIP) program after the grant funding expires. Hillsboro ISD's <b>programmatic sustainability</b> plan is to allocate local funds to sustain successful programs that will be implemented during the district TTIP Project as well as work with community/partnership involvement and input.		
During the grant funding period, Hillsboro ISD will:		
<ul style="list-style-type: none"> <li>• successfully research best practices that will demonstrate innovative teaching strategies that have shown to improve student academic achievement during the three year grant;</li> <li>• develop materials and supplies that will support the curriculum and professional development;</li> <li>• provide ongoing technical assistance and professional development sessions to teachers, staff members and administrators; and strengthen partnerships to support the teacher incentive program.</li> </ul>		
The successful elements of the plan will be replicated and improved upon. Hillsboro ISD has long-term experience in the implementing and sustaining large federal and state initiatives and this experience has set the platform upon which a successful and well researched school improvement plan will be sustained. Hillsboro ISD will continue on its track to improve student academic achievement and identify school leaders, teachers and other staff for the increased student achievement. Hillsboro ISD will address programmatic sustainability by: <b>(1) maximizing utilization of existing resources; (2) identifying and pursuing other funding opportunities; and (3) creating new funding sources by collaborating with community partners.</b>		
Hillsboro ISD will integrate its professional development institutes with ESC 12, the Schlechty Center, and local trainers to provide <b>high quality institutes related to the four core subject areas (ELA, math, science and social studies).</b> Hillsboro ISD will sustain the high quality professional development institutes designed to assist teachers in the delivery of high quality TEKS-based lessons as well as ESC 12's standards-driven technology-based mathematics and science and will <b>sustain and support through its local technology department</b> the training and use of research based technology integration. Hillsboro ISD has also integrated with the existing programs to supplement professional development activities for the district. These efforts will increase both teachers and students' skills in the core subject areas.		
The Schlechty Center will also assist the district / campus in building <b>capacity through its training and reform</b> strategies which ensure that the focus is maintained and sustained over time. Using the Schlechty Center's tools and resources, facilitated learning and disciplined conversations focused on the Center's School and Classroom Standards and the Six Critical Systems will be system embedded and will be sustainable over time.		

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<b>Section A: LEA (District) Capacity</b> Responses are limited to <b>one page each</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<b>External Providers --</b> Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Hillsboro ISD has a process for recruiting, selecting, contracting with and monitoring external partners that includes:</p> <ol style="list-style-type: none"> <li>1. Using student/teacher qualitative and quantitative data to determine specific school needs</li> <li>2. Identifying external providers that have a stellar reputation for assisting in the transformation of schools</li> <li>3. The capacity to provide quality services, targeted to the specific needs of the schools or district</li> <li>4. State approval to be an external service provider</li> <li>5. Interview of potential external providers and review specific services and activities to be provided</li> <li>6. Obtain approval from district leadership and school board of education</li> <li>7. Monitor quality of service and accountability based on student performance data indicators and quality assurances</li> </ol> <p>Hillsboro ISD has elected to partner with the Schlechty Center for Leadership in School Reform to assist in the implementation of the strategies and activities identified in the Program Abstract and Description. The Schlechty Center has a wealth of experience in assisting districts and schools – especially schools seeking turnaround and reinvention – in implementing organizational changes through reinvention strategies that translate into world-class programs, processes, curriculum, instruction, and assessment systems. The Schlechty Center is a private, nonprofit organization committed to partnering with school leaders across the country to <i>transform</i> their classrooms, schools, and school districts from places focused on compliance to those focused on engagement. The founder, Phillip Schlechty, has authored numerous books and articles on school reform including <u>Working on the Work</u>, <u>Shaking up the Schoolhouse</u>, <u>Creating Great Schools</u>, <u>Leading for Learning</u>, <u>Inventing Better Schools for the 21<sup>st</sup> Century</u>. He is a sought after national speaker and is highly endorsed by the Association for the Supervision and Development of Curriculum (ASCD).</p> <p>The work of the Schlechty Center is predicated on the assumption that local educators, rather than outside consultants, are the people who must reform and transform schools. Therefore, they position themselves as the school reformer's best friend rather than as school reformers themselves. They provide tools, intellectual scaffoldings, frameworks to discipline action, training experiences, networking opportunities, disciplined discussions, dialogue, and advice on strategy and process. The Schlechty framework is based on the belief that it is the practitioner who does most of the really hard work that must be done to transform the schools.</p> <p>The Schlechty Center has developed an extraordinary reservoir of resources and relationships to advance school improvement and has facilitated site improvement plans for hundreds of suburban and urban schools around the United States, and has provided extensive professional development for building administrators, classroom teachers, and central office leadership on a wide range of topics. The Schlechty Center has provided educational services and resources to numerous districts, schools, and Educational Service Centers throughout Texas and the nation.</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.		
District and school leadership will investigate successful practices by attending the Schlechty Center's Schools Conference.		
<p>Every year, thousands of school administrators, teachers, parents, business leaders, and policymakers join together at the annual Working on the Works Conference for ideas and inspiration that place our children first. It's one of the nation's premier conferences on education reform and the Schlechty Center's signature event. It is recommended that Hillsboro Intermediate School send teachers, along with their central administration, to the Conference.</p> <p>Through years of working with districts and schools, the Schlechty Center has come to understand that significant long-term change in public education is best supported through the efforts of collaborative networks of committed school districts and school leaders. The Center's signature networks are the Standard-Bearer School District Network and the Superintendents Leadership Network. In addition the Center website and social networking capabilities connect growing national networks such a principals network, Coaching for Design networks, and teacher leader networks. A new conference, Linking Leaders, provides opportunities for central office leaders to learn together, design high-leverage work, share common experiences, discuss linkages and commonalities, as well leveraging regional resources. Such networking opportunities allow district and targeted campuses to select locations for visits, reflection, and long-term sharing of ideas, strategies and results.</p> <p>Schlechty Center frameworks serve as a guide and/or rubric for selecting site visits aligned with the core business of the school. In addition, the Schlechty Center national and regional conferences are designed for reflection, sharing, and applying new work to new situations. The tools and resources (observation protocols, reflection protocols, and the School and Classroom Standards) provide avenues for disciplined conversations, guidelines for seeking intended results, and tools for extended learning beyond the site visit.</p> <p>Hillsboro Intermediate School educators will be exposed to other schools that are highly successful at providing every student with a rigorous and relevant education and have implemented the Schlechty Center reform model.</p> <p>The schools considered are excellent models of:</p> <ul style="list-style-type: none"> <li>○ Rigorous and relevant instruction</li> <li>○ Building relationships</li> <li>○ Building a culture to support change</li> <li>○ Meeting AYP requirements</li> <li>○ Student engagement</li> <li>○ Data-based decision making</li> <li>○ Curriculum alignment</li> <li>○ Differentiated instruction</li> <li>○ Reading proficiency</li> <li>○ Academic success for students with disabilities and English language learners</li> <li>○ Increased learning time in the school day/calendar</li> <li>○ Interdisciplinary approaches</li> </ul> <p>After reviewing schools, campus leadership from Hillsboro Intermediate School will attend a site visit to one of Texas schools that have been identified as a model school by the Schlechty Center. Schools under consideration will be: East Central ISD, Ft. Sam Houston ISD, and Duncanville ISD.</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.		
<h1 style="text-align: center;">Not Applicable</h1>		

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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 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		
<b>Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page</b>		

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<b>Part 3: Intervention Model</b>		
<b>Section B: Model Selection Process</b> –Describe in detail:		
1. The process the LEA and campus followed/will follow to select a school intervention model that aligns to the identified needs of the campus. 2. The timeline delineating the steps the campus will take to implement the selected intervention.		
Responses are limited to <b>five pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>The Hillsboro Intermediate School Campus Improvement Team (CIT), Hillsboro ISD Central Administration Leadership team and the Hillsboro Intermediate School Leadership Team reviewed and studied school reform models throughout the 2009-2010 school year as a part of their improvement initiatives to address the following: 1) develop and increase teacher and principal effectiveness through ongoing, high quality staff development and rewarding teachers for increased student achievement; 2) develop and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the TEKS; 3) increase learning time for students; 4) providing flexibility and sustained support to the campus to develop staffing patterns, calendars/schedules and budgets that meet the campus needs; 5) increase technology integration across the curriculum; 6) study staff compensation schedules to make sure that they provide for the funds to attract and retain staff with the skills necessary to meet the needs of students; 7) study “response to intervention” models to recommend a model that would meet the needs of students struggling. After careful review of their assigned areas of school improvement, the committees had a thorough understanding of the four federally prescribed models of school improvement. The CIT recommended to the Superintendent that Hillsboro ISD implement the <b>Transformation</b> model of school improvement. Specifically, the group recommended a partnership with the <u><b>Schlechty Center for Leadership in School Reform</b></u>. A team from the Center met with district leaders to outline a strategy for moving forward that includes three phases. The Schoolhouse Transformation Results, as identified in the Schlechty Center School Strategy is divided in the three phases: intended results can cut across the three phases.</p> <p>The three phases are described below along with a timeline for implementation:</p>		
<b><u>PHASE ONE – ENGAGING STUDENTS AND STAFF IN NEW WORK TO IMPROVE ACHIEVEMENT</u></b>		
<p>During Phase One, all staff have the opportunity through small-group conversations, work and training, as well as coaching to develop the skills and background needed to design high-content, standards-based school work that students will find engaging and worth doing. All Phase One activities are designed to build a culture in which students are viewed as volunteers whose attention and commitment must be earned, and in which the teachers are designers and leaders.</p>		

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Activities	Intended Results	Timeline
Comprehensive Needs Assessment -- collection of baseline data (includes subgroup results in terms of attendance, achievement, discipline, suspensions, leadership and teacher assessments and data, series of focus groups and non-intrusive measures i.e. interviews and artifacts); prepare and present report on findings to campus and district teams	Establish baseline upon which to build school improvement design; use as a measure of progress and change throughout all phases of the project; provide basis for school improvement planning	The Schlechty Framework includes this formal and critical piece in Phase II. The rationale for this unexpected timing of the assessment piece is that all stakeholders must have a full understanding of the desired reform framework prior to analyzing the assessment piece. Data is collected throughout year one to be utilized in year two activities. (Please see Phase II activities and measures)
Working on the Work Conference (Designing Engaging Student Work)	One-half of the staff (approximately 28 staff members) will attend a WOW Conference during the school year. The Conference is an introduction to the Working on the Work framework, highlighting the concepts of beliefs and engagement and establishing a discipline for thinking about the work designed for students.	2010-2011 School Year
Coaching for Design Level II (Designing Engaging Student Work)	Approximately 10 teachers will be selected as coaches and will attend Conference. Provides a district with coaches who will impact the campus culture and the provide tools to build capacity at all levels. Coaches will practice coaching with Schlechty Center senior associates and colleagues from across the nation so they are comfortable with the content and the process before returning to their districts.	2010-2011 School Year Louisville, Kentucky
Design Team Conference (Designing Systems to Support the Design of Engaging Work)	Approximately 5 leaders/teacher leaders will be chosen to attend this conference which provides a place for team members to connect to get direction about how to go about the work of a Design Team. Teams will have the opportunity to network with other school and district Design Teams from across the nation. Participants will learn about the design process and practice strategic thinking to determine the Design Team's best next steps.	September, 2010 Austin, Texas

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Teacher Leader Academy (Leadership Development)	Approximately 4 teachers/leaders will participate; provides an experience designed to develop leaders and build leadership capacity within teachers who have demonstrated commitment and a willingness to make a contribution toward the transformation of the school to a learning organization; will network with other teacher leaders in the same unique position	January, 2011 Dallas, Texas
Principals Academy (Leadership Development)	Campus Principal will participate; provides a deeper understanding of fundamental concepts such as the nature of engagement, the core business of school, and marketing change; will develop a personal plan for leadership, exploring the role of the principal and including appropriate strategies for causing and sustaining change	Summer, 2011 Austin, Texas
On-Site Consulting by a Schlechty Center Senior Associate	Customized on-site work based on needs assessment results; Schlechty Center Associate utilizes the Schlechty Center frameworks to create a common understanding of the problems and challenges facing the school district so that a context-specific work plan can be developed. The purpose is to deepen understandings of key concepts such as capacity, design, and transformation, and to apply what is learned to the local situation. The Center's systemic approach and the tools are appropriate for developing strategies for reform and include:  <i>-Executive Assessment of System Capacity</i>  <i>-Collaborative School Investigation (CSI)</i>  <i>Transformation 2.0</i>	2010-2011 School Year 4 days per month for 10 months

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**PHASE TWO – ENGAGING STUDENTS IN IMPORTANT WORK (Timeline: 2011-2012 School Year)**

Phase Two builds on the work started in the first phase. While building the culture is a continuous process, the work moves to a new level at which data are gathered to assess the capacity of the schoolhouse to become a Working on the Work school. Additionally, the principal and teachers now assess student engagement as well as staff engagement, as teachers learn to design ways to assess the engagement level of their students based on the work provided.

**Intended Results:**

1. Teachers design ways to assess student engagement and use the results to design work for students.
2. Students, when asked about their engagement in the work they are provided, report increased engagement.
3. The school formulates a school improvement plan based on evidence gathered throughout this phase using the School Standards as the basis for collecting and analyzing data.
4. Teacher conversations and collaboration increase around the work provided to students and those matters teachers can control and improve.
5. Student indicators are moving in the right direction – student attendance is up because students want to be in school; student discipline referrals are down as students want to be in class and teachers are creating work students want to do; and parent complaints are down as they know their students are safe psychologically and physically.
6. Parents report increased satisfaction with the school and with what is happening for children.
7. District-level leaders participate actively with the school and have worked to align policies, procedures, programs, and practices that support rather than inhibit the core business of schools.
8. The principal assesses himself/herself based on the 13 key roles leaders of leaders play to develop his/her own growth plan for the phase.
9. The principal and staff make decisions based on established beliefs and visions that ensure all students are provided high-content, engaging work.

**Measuring Results – Phase II:**

- The Schlechty Center will train teachers and others to conduct focus groups with teachers and support staff to determine their level of engagement as they become designers and leaders. Staff will have the opportunity to analyze trend data to determine what changes are occurring, why they are occurring, and how to assure purposefully that changes will continue.
- Student focus groups will also be conducted with students to ascertain their level of engagement with the work that they are provided. Staff will be prepared and able to conduct these focus groups regularly.
- Parent focus groups will provide important insights to what their children are discussing when they come home about the work they are provided and the support they are given.
- Teacher-developed measure of student engagement will be routinely used and shared among staff and used to ascertain levels of engagement.
- A wall of progress will be created so that teachers can routinely add information about student engagement and other indicators of progress to be shared throughout the school.
- The Schlechty Center will conduct a series of interviews with individual teachers or school teams to gain specific feedback.
- Focus groups of District-Level leaders will be conducted to ascertain the support provided to the school as well as to document changes in policies, procedures, programs, and practices that have resulted from this work.
- A Kiva will be held with district-level leaders and the principals and teachers to determine challenges and gaps in district-level support to schools. (A kiva is a technique that enables role-alike groups to discuss a set of specific questions. This technique provides a nonthreatening but very valuable tool for listening to one another.)

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<b>PHASE THREE – REALIZING SCHOOLWIDE RESULTS (Timeline: 2012-2013 School Year)</b> Phase Three is a time for the principal and the staff to take the work to new levels within the building and to prepare to share what they have learned with others in the district and beyond. Through such opportunities, the staff will be affirmed for the work they are doing and will engender even greater levels of commitment to continue Working on the Work. The Schlechty Center's role once again changes with more emphasis on support and coaching and less on training and development. By this time, the staff will be engaged daily in designing high-content, standard-based work that will engage students so that they are learning at higher levels.		
<ol style="list-style-type: none"> <li>1. <u>Student achievement gains are documented.</u></li> <li>2. <u>Other indicators such as graduation rates, grade level passing rates, and student attendance show positive trends as a result of this work.</u></li> <li>3. <u>Parent, teacher, and student satisfaction continue to increase</u> based on previous phases' responses. <u>There are fewer teacher and student transfers to other schools.</u></li> <li>4. <u>Resources are identified and used in a strategic manner</u> that enables the school to keep focused on its beliefs, vision, and core purpose.</li> <li>5. <u>School practices that did not support the core business and the idea of teachers as designers and leaders have been eliminated.</u> Professional development opportunities and collegial conversations among staff around the core business of the school continue to rise.</li> <li>6. <u>The district increases the flexibility the school has in terms of using resources</u> to support the core business of the school.</li> <li>7. <u>Parents are more engaged</u> in their child's education.</li> <li>8. <u>School climate continues to improve</u> (fewer discipline referrals, fewer parent complaints).</li> </ol> <p>Staff members can articulate the means by which Working on the Work will be <u>sustained over time</u>.</p>		
<b>Measuring Results – Phase III:</b> <ul style="list-style-type: none"> <li>• Focus groups continue. Results – trends and patterns – are shared as public information.</li> <li>• Exit interviews are developed and conducted with students, parents, and staff who choose to leave to gain insights about ways to improve the school experience and to assess the school's "holding power."</li> <li>• Parent organization has begun developing measures to assess parent engagement. This information is also posted to look for trends and patterns.</li> <li>• Teachers engage in action research and share their work with others.</li> <li>• Teachers are designing professional development activities within the building jointly with the principal.</li> <li>• District and school leaders review, analyze, and discuss state and local test scores and classroom and district assessments as well as graduation rates, grade/course passing rates, and student attendance.</li> <li>• Student behavior data are monitored and tracked.</li> <li>• The school improvement plan is not only based on the School Standards, but teachers are now using the Classroom Standards and the results of these self-assessments are incorporated into the overall plan so it impacts the school and every classroom.</li> <li>• Superintendent and school leaders conduct a review of policies, procedures, programs, and practices that are now in place to support schoolhouse reform.</li> <li>• Allocation of resources – time, space, people, information, and technology – are reviewed to determine the degree to which such resources can be used flexibly by and at the school to support the core business of the school.</li> </ul>		



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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.			
1	The Campus Site-Based Committee composed of the Superintendent, Ass't. Supt. for C & I, principal, assistant principals, central office staff, teachers, school staff, student representatives, parents, business, and community organizations.		
2	District Leadership Team (Superintendent, Assistant Superintendent, Finance Director, Human Resources Director, Student Academic Services Director, Bilingual/ESL Director, District Intervention Coordinator)		
3	Campus Leadership Team (Principal, Assistant Principal for Discipline, Assistant Principal for Instruction, At-risk Assistant Principal, Counselors)		
4	Teacher leaders including department heads assigned to study reform initiatives		
5	Campus staff (includes teachers and paraprofessionals)		
6			
7			
8			
9			
10			

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<p>On the following pages of charts applicants should describe all other school improvement activities that will be incorporated with the model to be selected.</p> <p>For each additional improvement activity entered, enter the Critical Success Factor Code(s) from this table, enter the LEA/campus' rationale for including the activity, provide the supporting research that indicates the activity will be effective, and indicate the beginning and ending date of the activity.</p> <ul style="list-style-type: none"> <li>1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math           <ul 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> </ul> </li> <li>2 – Increase the Use of Quality Data to Drive Instruction           <ul style="list-style-type: none"> <li>A. Data Disaggregation/Training</li> <li>B. Data-driven Decisions</li> <li>C. On-going Communication</li> </ul> </li> <li>3 – Increase Leadership Effectiveness           <ul style="list-style-type: none"> <li>A. On-going Job Embedded Professional Development</li> <li>B. Operational Flexibility</li> <li>C. Resource/Data Utilization</li> </ul> </li> <li>4 – Increase Learning Time           <ul style="list-style-type: none"> <li>A. Flexible Scheduling</li> <li>B. Instructionally-focused Calendar</li> <li>C. Staff Collaborative Planning</li> </ul> </li> <li>5 – Increase Parent/Community Involvement           <ul style="list-style-type: none"> <li>A. Increased Opportunities for Input</li> <li>B. Effective Communication</li> <li>C. Accessible Community Services</li> </ul> </li> <li>6 – Improve School Climate           <ul 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> </ul> </li> <li>7 – Increase Teacher Quality           <ul 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> </ul> </li> </ul>		

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<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
I-A-C	Improve percentage of students achieving commended performance on state assessment in Reading/ELA	To ensure: <ul style="list-style-type: none"> <li>Students are prepared for future school success</li> <li>Students are prepared for post secondary – college or work success</li> </ul>	Dufour, R., Dufour, E., & Karhanek, G (2004). <i>Whatever it Takes: How professional learning communities respond when kids don't learn</i> . Bloomington, IN: National Educational Service	October 2010	July 2013
I-A-C	Improve student achievement in mathematics and science	To ensure: <ul style="list-style-type: none"> <li>Students are prepared for future school success</li> <li>Students are prepared for post secondary – college or work success</li> </ul>	Dufour, R., Dufour, E., & Karhanek, G (2004). <i>Whatever it Takes: How professional learning communities respond when kids don't learn</i> . Bloomington, IN: National Educational Service	October 2010	July 2013
I-A-C	Hillsboro ISD will conduct quarterly curriculum audits at Hillsboro Int. School to ensure that written curriculum is aligned to what is being taught in the classroom and assessed by utilizing the CIR.	To ensure: <ul style="list-style-type: none"> <li>Written curriculum is aligned to what is being taught and assessed in classrooms</li> <li>Students are being taught in rigorous and relevant environments</li> </ul>	Schlechty, P. (2009) <i>Leading for learning: how to transform schools into learning organizations</i> . San Francisco, CA: Josey-Bass.	October 2010	July 2013
I-A-C	Hillsboro Intermediate School will fully implement a systematic method of monitoring at-risk students through universal screening, progress monitoring, and Student Support Team (SST) meetings	To ensure that all at-risk students are provided individualized intervention plans to accelerate learning	Essential Components of RTI – A Closer Look at Response to Intervention. (2010). National Center on Response to Intervention. Retrieved from: <a href="http://www.rti4success.org">www.rti4success.org</a>	October 2010	July 2013
I-A-C	Hillsboro Intermediate School will implement benchmark and curriculum based-assessments in core academic areas	Provide highly reliable summative assessments for students in core academic subjects which will lead to the utilization of formative assessments	Marzano, R. (2007) <i>The art and science of teaching: a comprehensive framework for effective instruction</i> . Alexandria, VA: ASCD.  Stiggins, R. "Assessment Crisis: The Absence of Assessment for Learning." <i>Phi Delta Kappan</i> , June 2002	October 2010	July 2013

I-A-C	Implement Creative Education Institute programs in reading and math foundations designed to provide interventions for students (RTI)	Research based intervention model	<p>Essential Components of RTI – A Closer Look at Response to Intervention. (2010). National Center on Response to Intervention. Retrieved from: <a href="http://www.rti4success.org">www.rti4success.org</a></p> <p>Dufour, R., Dufour, E., &amp; Karhanek, G (2004). <i>Whatever it Takes: How professional learning communities respond when kids don't learn</i>. Bloomington, IN: National Educational Service</p> <p>Creative Education Institute (2006). <i>Why MLS Works: Its Scientific, Theoretical, and Evaluation Research Base</i>. Waco, TX: Creative Education Institute.</p>	October 2010	July 2013
I-A-C	Vertical/horizontal team planning meetings to ensure delivery of aligned curriculum to state standards	Ensure collaborative planning time for teachers to deliver aligned curriculum to students	<p>Marzano, R. (2007) <i>The art and science of teaching: a comprehensive framework for effective instruction</i>. Alexandria, VA: ASCD.</p> <p>Jacobs, H. (2010) <i>Curriculum 21: essential education for a changing world</i>. Alexandria, VA: ASCD.</p>	October 2010	July 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
2-A	Use of Texas Projection Measurement (TPM) and AEIS Report Card to examine linkage between teacher and student performance	TPM will support and enhance the teacher and student performance data	Sanders, William L. "Comparisons Among Various Educational Assessment Value-Added Models," SAS Institute, Inc, October 2006	July 2010	June 2011
2-A-C	Summative and formative assessment measure to benchmark student performance and provide intervention services to at-risk, moderate-risk, and low-risk students in core-area courses	To consistently gauge and monitor students progress in core academic areas. Student performance on formative assessments will be used to identify intervention strategies for students.	Marzano, R. (2007) <i>The art and science of teaching: a comprehensive framework for effective instruction</i> . Alexandria, VA: ASCD.	July 2010	June 2011
2-A-C	Use of Professional Development Assessment System (PDAS) to analyze data on classroom instruction, teacher performance, management, and professional growth	PDAS will support and enhance teacher and student performance data	Sanders, William L. "Comparisons Among Various Educational Assessment Value-Added Models," SAS Institute, Inc, October 2006	July 2010	June 2011
2-A-C	Use of Schlechty tools (surveys, focus groups) to assess and improve the level of rigor, relevance, and engagement in the classroom	Develop baseline data analysis on school climate and the existence of student engagement	Schlechty, P. (2009) <i>Leading for learning: how to transform schools into learning organizations</i> . San Francisco, CA: Josey-Bass.  Schlechty, P. (2009) <i>Leading for learning: how to transform schools into learning organizations</i> . San Francisco, CA: Josey-Bass.	October 2010	July 2013
2-A-C	Use of DMAC benchmarking reports to provide ongoing assessment upon which to base instructional planning	To gauge student progress in an ongoing and systematic manner; to support individualized and differentiated instructional practices	Marzano, R. (2007) <i>The art and science of teaching: a comprehensive framework for effective instruction</i> . Alexandria, VA: ASCD.	August 2010	June 2011
2-A-C	Use of data to provide foundation for lesson design improvement, development of reform strategies, and collaborative plan for improvement	Data driven decisions produce focused improvement results based on research based best practices	Schlechty, P. (2002) <i>Working on the work: an action plan for teachers, principals, and superintendents</i> . San Francisco, CA: Josey-Bass.	October 2010	July 2013
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<b>Critical Success Factor 3: Increase Leadership Effectiveness</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>
3-A	Provide coaching through the Schlechty model and instructional math/science coaches	Develop capacity of school leaders and teachers to be effective instructional leaders in the school	Schlechty, P. (2009) <i>Leading for learning: how to transform schools into learning organizations</i> . San Francisco, CA: Josey-Bass.  Schlechty, P. (2009) <i>Leading for learning: how to transform schools into learning organizations</i> . San Francisco, CA: Josey-Bass.	August 2010	July 2013
3-A-C	Ongoing, intensive, and technical assistance from the Schlechty Center. Services include: <ul style="list-style-type: none"> <li>Executive Coaching for principal and leadership team</li> <li>Job-embedded training for teachers and instructional staff</li> <li>Professional development in areas identified in Hillsboro Int. School's transformational intervention plan</li> </ul>	Ensure that staff are equipped to facilitate effective teaching and learning, and have the capacity to successfully implement school reform strategies	Schlechty, P. (2002) <i>Working on the work: an action plan for teachers, principals, and superintendents</i> . San Francisco, CA: Josey-Bass.  Fullan, M. (2005) <i>Leadership &amp; sustainability: system thinkers in action</i> . Thousand Oaks, CA: Corwin Press.  Schlechty, P. (2009) <i>Leading for learning: how to transform schools into learning organizations</i> . San Francisco, CA: Josey-Bass.	October 2010	July 2013
3-A-C	Train leadership teams and instructional staff on the Schlechty Working on the Work Framework and design for learning	Develop capacity of school leaders and teachers to be effective instructional leaders in the school.	Slechty, P. (2002) <i>Working on the work: an action plan for teachers, principals, and superintendents</i> . San Francisco, CA: Josey-Bass.	October 2010	July 2013
3-A-C	Hillsboro ISD will adopt board policy to provide school leaders at Hillsboro Int. School with sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student	Board policy will ensure that school leaders with the operational flexibility needed to implement transformation strategies	Fullan, M. (2005) <i>Leadership &amp; sustainability: system thinkers in action</i> . Thousand Oaks, CA: Corwin Press.	October 2010	July 2013

	achievement outcomes				
3-A-C	Provide professional growth opportunities for Central Office Staff and Board of Trustees in Hillsboro ISD	Alignment of district governing bodies around school transformation strategies	Schlechthy, P. (2009) <i>Leading for learning: how to transform schools into learning organizations</i> . San Francisco, CA: Josey-Bass.	October 2010	July 2013
3-A-C	Develop and provide a system to allow for awards/incentives for increased leadership effectiveness.	Incentives for increased leadership will ensure continued and ongoing capacity building	Schlechthy, P. (2009) <i>Leading for learning: how to transform schools into learning organizations</i> . San Francisco, CA: Josey-Bass.	October 2010	July 2013
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<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 4: Improve Learning Time</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>
4-A	Adjust schedule to offer intervention and enrichment opportunities for students	A flexible schedule will allow school leadership and staff to provide individual learning plans for each student.	Dufour, R., Dufour, E., & Karhanek, G (2004). <i>Whatever it Takes: How professional learning communities respond when kids don't learn.</i> Bloomington, IN: National Educational Service	October 2010	July 2013
4-A-B	Provide after school intervention support to at risk students through CEI, homework help, and TAKS tutorials	Extend learning time for at-risk students in core academic areas	Dufour, R., Dufour, E., & Karhanek, G (2004). <i>Whatever it Takes: How professional learning communities respond when kids don't learn.</i> Bloomington, IN: National Educational Service	October 2010	July 2013
4-A-C	Implement regular collaborative planning time for grade level teachers and teams	Extend learning time and opportunities for teachers and staff.	Dufour, R., Dufour, E., & Karhanek, G (2004). <i>Whatever it Takes: How professional learning communities respond when kids don't learn.</i> Bloomington, IN: National Educational Service  Scmoker, Mile (2006). <i>Results Now.</i> Alexandria, VA: Association For Supervision and Curriculum Development	October 2010	July 2013
4-A-C	Conduct weekly meetings with department and teams to ensure vertical alignment of curriculum and transition stages	Implement a well structured meeting agenda that focuses on student learning. Parameters will include opportunities for staff to discuss curriculum, instruction, and assessment.	Dufour, R., Dufour, E., & Karhanek, G (2004). <i>Whatever it Takes: How professional learning communities respond when kids don't learn.</i> Bloomington, IN: National Educational Service  Scmoker, Mile (2006). <i>Results Now.</i> Alexandria, VA: Association For Supervision and Curriculum Development	October 2010	July 2013



4-A-C	Implement annual master schedule analysis, evaluation/revision to ensure an instructionally focused academic day for students	Provide master schedule that supports needed individual schedules for required support	Schlechty, P. (2009) <i>Leading for learning: how to transform schools into learning organizations</i> . San Francisco, CA: Josey-Bass.	October 2010	July 2013
Add additional pages as needed.					

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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 5: Increase Parent/Community Involvement</b>					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5-A-C	Provide training and executive coaching to principals and leadership teams on effectively developing community and parent support for the transformational implementation plan.	District Design Team and Campus Design Team will be responsible for working with Schlechty Center to develop and implement strategies	Schlechty, P. (2009) <i>Leading for learning: how to transform schools into learning organizations</i> . San Francisco, CA: Josey-Bass.  Fullan, M. (2005) <i>Leadership &amp; sustainability: system thinkers in action</i> . Thousand Oaks, CA: Corwin Press.	July 2011	July 2013
5-A-C	Increase parent satisfaction with school and district through improved student success and engagement through increased and appropriate challenging and engaging lesson design and implementation, improved school climate through increased staff collaboration and understanding of the work of the school and through shared leadership and other Schlechty transformation activities	<ul style="list-style-type: none"> <li>Develop parent /community partnerships</li> <li>Increase parent/community participation in school-wide decision and events</li> <li>Increase awareness of the impact of poverty on student achievement</li> <li>Provide parents and community members with strategies to reverse the impact of poverty on student achievement</li> </ul> Leverage business and community partnerships to secure additional financial resources that support transformational interventions	Reeves, D. (2006) <i>The learning leader: how to focus school improvement for better results</i> . Alexandria, VA: ASCD.	July 2010	July 2011
5-C	Provide increased opportunities for parent input into the school through a variety of means (site-based decision-making, focus groups, etc.)	Shared partnership with parents directly relates to increased satisfaction and improved learning	Reeves, D. (2006) <i>The learning leader: how to focus school improvement for better results</i> . Alexandria, VA: ASCD.	July 2010	July 2013
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<b>Part 3: Intervention Model</b>					
<b>Section D: Improvement Activities and Timeline (cont.)</b>					
<b>Critical Success Factor 6: Improve School Climate</b>					
<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>
6-A-C	Implement a system of Positive Behavior Support	Training and implementation will equip staff and leadership to plan effective social-emotional activities/strategies	Schlechty, P. (2002) <i>Working on the work: an action plan for teachers, principals, and superintendents</i> . San Francisco, CA: Josey-Bass.	August 2010	July 2013
6-A-C	Provide appropriate social-emotional and community-oriented services and support for students through professional development for staff and the roles and responsibilities of Community Teams	Equip staff with the knowledge, resources, and tools to provide appropriate social-emotional support to students	Reeves, D. (2006) <i>The learning leader: how to focus school improvement for better results</i> . Alexandria, VA: ASCD.	October 2010	July 2013
6-A-C	Use of Schlechty tools to assess and improve the level of rigor, relevance, relationships, and school climate	Develop baseline data analysis on school climate through the Schlechty model	Schlechty, P. (2009) <i>Leading for learning: how to transform schools into learning organizations</i> . San Francisco, CA: Josey-Bass.	October 2010	July 2013
6-A-c	Equip staff with understanding and knowledge of the impact of student engagement in learning on behavior; provide skill set to improve development of WOW lessons to increase student engagement	Training and implementation will equip staff with skills necessary to design engaging learning work for students	Schlechty, P. (2002) <i>Working on the work: an action plan for teachers, principals, and superintendents</i> . San Francisco, CA: Josey-Bass.	October 2010	July 2013
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<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
7-B-C	Receive ongoing, intensive, and technical assistance from the Schlechty Center. Services include: <ul style="list-style-type: none"> <li>Executive Coaching for principal and leadership team</li> <li>Job-embedded training for teachers and instructional staff</li> <li>Professional development in areas identified in transformational intervention plan</li> </ul>	Ensure that staff are equipped to facilitate effective teaching and learning, and have the capacity to successfully implement school reform strategies	Schlechty, P. (2009) <i>Leading for learning: how to transform schools into learning organizations</i> . San Francisco, CA: Josey-Bass.	October 2010	July 2013
7-A-C	Develop a teacher evaluation system based on student performance measures that includes: <ul style="list-style-type: none"> <li>linkage between teacher and student performance</li> <li>Formative and summative assessments in ELA and math</li> <li>Observation of teacher performance</li> </ul>	Over the course of 3 years, linkage of teacher and student performance will result in a fair, equitable teacher evaluation system. Results will be used to provide specific and differentiated professional development to staff.	Reeves, D. (2006) <i>The learning leader: how to focus school improvement for better results</i> . Alexandria, VA: ASCD.	October 2010	July 2011
7-A-C	Implement teacher evaluation system and use it to link teacher and student performance: <ul style="list-style-type: none"> <li>Provide targeted professional development to teachers</li> </ul>	Over the course of 3 years, linkage of teacher and student performance will result in a fair, equitable teacher evaluation system. Results will be used to provide specific and differentiated professional development to staff.	Reeves, D. (2006) <i>The learning leader: how to focus school improvement for better results</i> . Alexandria, VA: ASCD.	July 2011	July 2013
7-A-C	Train teachers to use the Schlechty Centers <i>School and Classroom Standards</i> and <i>Working on the Work</i> framework	Develop capacity of school by empowering staff.	Schlechty, P. (2002) <i>Working on the work: an action plan for teachers, principals, and superintendents</i> . San Francisco, CA: Josey-Bass.	July 2010	July 2013

7-B-C	Develop and implement Teacher Training Program that is mandatory for new teachers and underperforming teachers and provides a common understanding of the school's vision and mission	Develop capacity of school leaders and teachers to be effective instructional leaders in the school. Provide school leadership with a vision for curriculum, instruction, and assessment	Schlechty, P. (2002) <i>Working on the work: an action plan for teachers, principals, and superintendents</i> . San Francisco, CA: Josey-Bass.	July 2010	July 2011
7-C	Develop and implement strategies to recruit, place, and retain effective teachers	Ensure that highly qualified, highly effective school leaders and teachers are recruited and retained at HHS.	Scmoker, Mile (2006). <i>Results Now</i> . Alexandria, VA: Association For Supervision and Curriculum Development	October 2010	July 2013
7-B-C	Improve teacher mentor program by articulating responsibilities and selection process of mentors and developing growth target for first year teachers	Ensure that staff are equipped to facilitate effective teaching and learning, and have the capacity to successfully implement school strategies	Reeves, D. (2006) <i>The learning leader: how to focus school improvement for better results</i> . Alexandria, VA: ASCD.	October 2010	July 2013
7-B	Improve teacher quality by providing opportunities for teachers to be trained in a variety of areas including differentiation, Positive Behavior Support system, sheltered language instruction, language acquisition, designing engaging lessons, technology integration, curriculum , vertical/horizontal alignment	Provide system for financial incentive and reward for professional growth	Schlechty, P. (2002) <i>Working on the work: an action plan for teachers, principals, and superintendents</i> . San Francisco, CA: Josey-Bass.	July 2011	May 2013
7-B-C	Provide instructional coaching in content areas as well as delivery of instruction as per the Schlechty model	Ensure that staff are equipped to facilitate effective teaching and learning, and have the capacity to successfully implement school reform strategies	Jacobs, H. (2010) <i>Curriculum 21: essential education for a changing world</i> . Alexandria, VA: ASCD. Scmoker, Mile (2006). <i>Results Now</i> . Alexandria, VA: Association For Supervision and Curriculum Development	October 2010	July 2013
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**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
4-A-B	Provide students access to technology that will be used as tool to increase student interest and the core subject areas and improve achievement and prepare students for college success	Surveys from teachers indicate there is a need to understand how to integrate technology TEKS into the curriculum	Jacobs, H. (2010) <i>Curriculum 21: essential education for a changing world</i> . Alexandria, VA: ASCD.  Schlechty, P. (2002) <i>Working on the work: an action plan for teachers, principals, and superintendents</i> . San Francisco, CA: Josey-Bass.	July 2010	June 2013

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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.</b> (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
<b>Section A: Ongoing Monitoring/Continuous Improvement</b> - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>Ongoing evaluation will be conducted as a component of the overall Texas Title I Priority Schools Grant Program. An evaluation design utilizing both process and product evaluations to measure the effectiveness of the project will be utilized. The major goals of the project are to implement a transformation strategy that improves school leadership and develops and rewards teacher and leader effectiveness, adopts comprehensive instructional programs, extends time for students and staff and offers community-oriented services, and provides operating flexibility and intensive support. Program objectives and activities are designed to advance the goals, and the evaluation component is designed to measure progress toward that goals.</p> <p><b>Process Evaluation:</b> To facilitate product evaluation and to comply with TEA reporting requirements, Hillsboro Intermediate School will collect, compile, and analyze a variety of data (i.e., students and teachers). The types of data, the timetable for collecting them and their role in the overall evaluation design are: Data collected will include: (1) grade averages for each academic reporting period; (2) most current student performance data on state assessments or local assessments (3) the hours of professional development received by teachers. Additional data that will analyzed will be (1) Scores on diagnostic assessments – we will use locally designed assessments aligned to the Texas Essential Knowledge and Skills which will provide robust, targeted data to evaluate the effectiveness of Hillsboro Intermediate School's curriculum and its alignment with instruction occurring on the campus, assesses progress on student groups' academic achievement at the campus level, and guides instructional decisions by teachers for individual students; (2) Written Summaries of Classroom Observations, PDAS formative/summative evaluation forms and curriculum audit walkthrough forms for monitoring teacher performance – The principal and teacher leaders will use these monitoring forms as walkthrough forms. The principal will record suggestions made for improvement and will document improvements in teacher performance on subsequent visits; (3) Meeting Logs – sign-in sheets and minutes for team and department meetings held during the year will be maintained as one measure of teacher collaboration; (4) Activity Logs – will be collected to document teacher, principal, student, community member and parent involvement in the project; (5) Professional Development Logs- the principal will maintain sign in sheets, logs and evaluation forms from each session of professional development to document teacher and administrative staff development and to inform leaders about future needs/modifications.</p> <ul style="list-style-type: none"> <li>• Number of minutes within the school year</li> <li>• Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for "all students," for each achievement quartile, and for each subgroup.</li> <li>• Teacher attendance rate</li> <li>• Student attendance rate</li> <li>• Student grade advancement rate</li> <li>• Student reading and math levels</li> <li>• Locally developed competencies created to identify teacher strengths/weaknesses</li> <li>• Types of support offered to teachers</li> <li>• Types of on-going, job-embedded professional development for teachers</li> <li>• Strategies to increase parent/community involvement</li> <li>• Strategies which increase student learning time</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>The Project Manager, the principal and the Teacher Leaders will gather information during the TTIP Project regarding the following major evaluation questions: (1) To what extent has the Texas Title I Priority Schools Grant been integrated in campus planning and collaboration? (2) How effective are the TTIP Project activities in progressing toward the goals of the Project? (3) How have the Project activities impacted participating students' achievement in ELA, math and science as reflected in assessment results, student grades and survey responses? (4) How has the TTIP Grant Project impacted teachers' delivery of instructional strategies? (5) How have the processes of the Schlechty Center increased the <u>academic rigor</u> (the in-depth mastery of challenging tasks, reflective thought, analysis, problem solving, evaluation and creativity) and <u>relevance</u> (the interdisciplinary and contextual learning in which students apply core knowledge, concepts and skills to solve real-world problems) ?</p>		
<p>In addition to the quantitative data evaluation the year, project participants will be asked to respond to the success of the major project components: (1) The use of the Schlechty Center data analysis, needs assessment and strategic planning; (2) The usefulness of vertically and horizontally aligned curriculum documents; (3) Teacher involvement and use of instructional strategies; (4) The effectiveness of staff training; (5) The effectiveness of the ongoing support provided by the core content teachers.</p>		
<p>The formative evaluations will include an analysis of the progress made toward each of the following measurable outcome objectives by the end of the funding period: (1) Ninety percent of the students at all tested grade levels will master the math and science TAKS; (2) the achievement gap for economically disadvantaged and non-economically disadvantaged students will be less than 5 percentage points on the TAKS; (3) after two years in the program, eighty percent of the students will be at or above the state average in math and science (measured by TAKS); (4) a marked increase in the degree of competency of ELA, mathematics and science teachers' use of effective, high quality instructional strategies and processes, including methods of assessment, inquiry based instruction and model lessons – documented by teacher self-reports, teacher observations, walkthroughs by the principal and the project manager.</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		
Using the transformation strategies and activities to measure critical school factors, and student and teacher performance data based on the Schlechty success Indicators, Hillsboro Intermediate School will use the comprehensive needs assessment report and subsequent strategic planning, to identify actions needed to collect, disaggregate, and distribute data. Performance measures that will be used to improve instruction and continuous school improvement results include, but are not limited to the following:		
<ul style="list-style-type: none"> <li>• Professional Development Assessment System (PDAS)</li> <li>• AEIS Report Card</li> <li>• Texas Projection Measures (TPM)</li> <li>• Teacher observation data collected through the Schlechty Center tools</li> <li>• Formative/benchmark performance data</li> <li>• Data Analysis Report</li> </ul>		
Additionally, Hillsboro Intermediate School will utilize the services of the Schlechty Center, ESC 12 and local trainers to provide job-embedded training to school leaders and teachers on effective use of data being collected and used to measure student performance. Objectives include:		
<ul style="list-style-type: none"> <li>• Align district/school improvement plans to Critical School factors and the Schlechty Reform Framework</li> <li>• Create a culture of data-based decision making in the district/school</li> <li>• Develop empowerment and relationship building skills within the admin team to ensure the initiative remains intact even after Schlechty is through</li> <li>• Ensure professional development utilizes the present tools of data analysis that the district has been using</li> <li>• Promote a right regard for state and standardized tests</li> <li>• Understand the domain, construct, and scoring of the Texas Assessment of Skills and Knowledge (TAKS)</li> <li>• Collect and analyze state and standardized test and other student learning data to identify strategies and interventions for improvement</li> <li>• Use data analysis to drive instructional decisions</li> <li>• Disseminate data to staff and provide training on how to use it to improve school and student performance</li> </ul>		

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<b>Schedule # 4C—Performance Assessment and Evaluation</b>		
<b>Part 2: Process for Development of Performance Goals</b>		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Hillsboro ISD has learned over the last several years that there is no single formula to improve underperforming campuses. However, research in school improvement models over the last year has demonstrated to both the Campus Improvement Team and the District Education Improvement Committee that there are successful practices that apply to all schools. By August, 2010, the campus will be ready to develop performance goals. This process will be a continuous cycle of school improvement that will allow our school to define the problem and the goals, to develop hypotheses, to select and implement strategies and to evaluate the attainment of these goals. By working through this data-driven decision-making process our campus will build the capacity for our staff and community to analyze data and to use the data to inform instruction, target resources and professional development in order to support the goals that are identified.</p>		
The following steps will be taken to develop performance goals:		
<ol style="list-style-type: none"> <li>1. <b>Develop a leadership team</b> to include Campus School Improvement Team and representatives from the Community Action team (<u>teachers, administrators, community/business representatives, parents, members of various school groups such as the PTA, members from faith and community-based organizations, and district level representatives</u>).</li> <li>2. <b>Collect and organize several types of data</b> – the Team will identify relevant data and organize the data for analysis. The team will utilize the "Data Dig" process from the Texas TurnAround Center as its model for collecting and analyzing information. Valuable data will guide us in the development of goals to benefit all students. Data to be gathered are achievement data, demographic data, program data, and perception data.</li> <li>3. <b>Analyze data patterns</b> – After collecting and organizing the data, the team will review the data and look for important patterns. We will expect to see clear patterns emerge and the team will identify the sum of the problems that have emerged from this data. We will uncover patterns and identify the strengths and challenges of the campus. The team will dig through the data, find patterns, diagram observations, and collaborate. Finally, the team will move from looking at the details to stepping back and looking from a distance – a transition from analysis to interpretation will lead the team to identify groups of students most in need of improvement and the types of improvement plans and strategies that will be most effective.</li> <li>4. <b>Generate hypotheses</b> – Based on the patterns that the team will identify in the data, the team will then generate hypotheses to explain the underlying causes of areas needing improvement. The team will consider 1) Why are our students performing the way they are? 2) What in our systems and practices is causing our students to have these problems? The team will then formulate questions in response to the data and then consider a number of different responses to these questions. The team's goal will be to get closer to the root causes of the identified problem. The team will be encouraged to develop a number of hypotheses, record them on a chart, and then label them as "accepted" or "rejected" after team discussions. Identifying root causes of the problem at this stage will help the team to identify appropriate interventions.</li> </ol>		

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Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals.		
Responses are limited to <b>two pages</b> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<ol style="list-style-type: none"> <li>5. <b>Develop goal-setting guidelines</b> – After the data patterns have been analyzed, problem areas prioritized, and hypotheses generated, the team will develop goals for improvement. The team will work on long-term goals and short-term goals. The team will consider "What improvement outcomes will we set for our students regarding these problem areas? The team will focus on the most urgent problem and its hypothesis. The team will consider the outcome that is expected for students after five years and then the team will work backward to benchmark a series of one-year goals that will lead to the attainment of the five-year goal. The team will consider the capacity of the staff, barriers that exist, and the level of commitment and resources that are necessary to achieve the outcome. At this point the focus of the team will be the goals and not on the specific strategies that will be implemented. Experts in school improvement will work with the leadership team to identify priority goals and develop a measureable and meaningful Individualized Action Plan (IAP) that is aligned with the TEKS curriculum and compatible with current staffing, leadership, and initiatives already underway at the campus. The campus' professional development needs as well as leadership needs will be identified. Teacher beliefs about students and perceptions regarding achievement will be assessed through the Schlechty model. <b>Specific change goals will evolve.</b></li>   <li>6. <b>Design specific strategies for the action plan</b> – Based on the goals that were developed, the team will select strategies to help the campus reach the goals. The team will ask the question "What specific actions will we take to achieve this improvement goal?" By answering this question, the primary hypothesis set forth by the team is moved forward. Time will be allowed for the team to carefully and thoroughly design the strategies. Team members will build on the hypothesis that has been developed and selected as the priority and the team will brainstorm a number of different actions that will assist the campus in achieving the improvement goals.</li>   <li>7. <b>Plan the evaluation</b> – Based on the goals and strategies that have been developed, the team will determine how to evaluate the effectiveness of the school improvement strategies that they selected. The team will consider 1) How will we know if our strategies are successful? 2) What evidence will we have to show the success of our action? Team members will lay out the measures that they will use to determine how successful each strategy is. Data showing the success of the strategies and the degree of implementation are important for the team to study.</li>   <li>8. <b>Implement the plan</b> – Team members will sign a commitment agreement to work toward fulfilling the selected strategies. The team will plan to roll out the action plan to the rest of the staff by 1) informing teachers about the data so they are aware of the school's challenges and celebrations. 2) Inform teachers on the patterns that exist in the data and share the list of observed problem areas in their ranked order. 3) Summarize the hypotheses that were posed in the team meetings. 4) Share the full improvement plan with the staff, leaving blanks for strategies that teachers can add – this will build ownership from the entire staff in the action plan.</li> </ol>		

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<b>Schedule # 4C—Performance Assessment and Evaluation</b>						
<b>Part 3: Annual Performance Goals</b>						
<b>Improve Academic Performance</b> – 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	Percentage of students meeting performance standard in Reading/Writing on state assessment.	State Assessment in Reading/ELA	3 – 82% 4 – 82% 5 – 83% 6 – 86%	5% increased performance at each grade level as compared to the cohorts' previous year's performance	2% increased performance at each grade level as compared to the cohorts' previous year's performance	2% increased performance at each grade level as compared to the cohorts' previous year's performance
2	Percentage of students meeting performance standard in Math on state assessment.	State Assessment	3 – 76% 4 – 84% 5 – 81% 6 – 79%	5% Growth as determined by each cohort's previous year's performance	2% Growth as determined by each cohort's previous year's performance	2% Growth as determined by each cohort's previous year's performance
3	Percentage of students meeting performance standard in science on state assessment.	State Assessment Grade	5 – 88%	5% Growth determined by cohort's previous year's or latest state assessment	2% Growth determined by cohort's previous year's or latest state assessment	2% Growth determined by cohort's previous year's or latest state assessment
4	Curriculum audits at HIS to ensure that written curriculum is aligned to what is being taught in the classroom and assessed	Schlechty's School and Classroom Standards; curriculum standards	N/A	Baseline established identifying frequency with which alignment in classes occurs	5% increase of frequency in which alignment is found to occur in classrooms	5% increase of frequency in which alignment is found to occur in classrooms
<b>Increase the Use of Quality Data to Drive Instruction</b> – 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	Professional Development provided to staff on aggregate and disaggregated student testing data	AEIS Report Card	65% of staff trained on effective use of AEIS data	100% of staff trained on effective use of AEIS data	100% of staff trained on effective use of AEIS data	100% of staff trained on effective use of AEIS data
2	Professional Development provided to staff on aggregate and disaggregated student testing data	Texas Projection Measure (TPM)	No baseline	Establish baseline	100% of staff trained on effective use of TPM	100% of staff trained on effective use of TPM
3	Formative assessment measure to benchmark student performance and provide intervention services to at-risk, moderate-risk, and low-risk students in core-area courses	Benchmark assessment in core academic areas; Curriculum Based Assessments - CSCOPE	No formal current baseline data	Establish baseline	100% of students at risk of not meeting passing standards are provided intervention services	100% of students at risk of not meeting passing standards are provided intervention services
4	Professional Development provided to staff on RTI program, district Student Support Team (SST) process	HISD RTI and SST documents and procedures; universal screening, progress monitoring tools	No formal current baseline data	Establish baseline	100% of staff trained on effective monitoring of students through RTI and SST system	100% of staff trained on effective monitoring of students through RTI and SST system
5	Professional Development provided by district staff on effective use of data disaggregation system to plan instruction	DMAC System and reports	No formal current baseline data	Establish baseline	100% of staff trained on effective monitoring of students through RTI and SST system	100% of staff trained on effective monitoring of students through RTI and SST system

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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Principals Assessment	<i>Principals as Leader of Leaders</i> tool	No baseline	Establish baseline	Increase effectiveness by 3%	Increase effectiveness by 3%
2	District Leadership Team ( <i>District Design Team</i> ) Campus Leadership Team ( <i>Campus Design Team</i> )	<i>System Capacity Standards</i> tool	No baseline	Establish baseline	Increase capacity by 3%	Increase capacity by 3%
3	Campus Leadership Team ( <i>Campus Design Team</i> ) District Leadership Team ( <i>District Design Team</i> )	<i>Six Critical Systems</i> tool	No baseline	Establish baseline	Increase capacity by 3%	Increase capacity by 3%
4	Classroom Walk-through Training provided to all Leadership Team members	Classroom Walk-through Tool	60% currently trained	100% of leadership trained in effective use of tool to improve instruction	100% of leadership trained in effective use of tool to improve instruction	100% of leadership trained in effective use of tool to improve instruction
5	CSCOPE monitoring tool training provided to all Campus Leadership Team	CSCOPE principal tools	No baseline currently established	100% of leadership team trained in effective use of CSCOPE admin tools	100% of leadership team trained in effective use of CSCOPE admin tools	100% of leadership team trained in effective use of CSCOPE admin tools

**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	Number of at-risk students attending after-school program throughout school year	Attendance reports for after-school program	Attendance records not maintained for comparison	Baseline established for student participation	5% increase	5% increase
2	Master schedule adjusted to create an instructional day to facilitate need for increased opportunities for students	Master Schedule: SST folder review	Master Schedule 09-10	Baseline established showing	90% of students in need	100% of students in need

	needing intervention to participate in RTI program and for uninterrupted instructional core content periods			number of at-risk students in RTI program	participate	participate
<b>3</b>	Percentage of at-risk students being provided intervention support	Creative Education Institute (CEI) program	N/A	Establish baseline with new program	Decrease percentage of at-risk students by 5%	Decrease percentage of at-risk students by 7%



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**Texas Title I Priority Schools Grant**

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

**Part 3: Annual Performance Goals**

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Total percentage of parents and community members involved in Campus Improvement Committee, District Education Imp. Committee School Health Advisory Committee, and PTA	Committee membership	No current baseline data	Establish baseline for each group	Increase participation by 10%	Increase participation by 10%
2	Language Proficiency Advisory Committee (LPAC)	LPAC Assessment Committee	1 meeting per year	2 meetings per year	3 meetings per year	3 meetings per year
3	Hillsboro Intermediate School Orientation for parents of students	Percentage of parents in attendance	April, 2010 – 60%	70%	75%	80%
4	Back to School Night	Percentage of parents in attendance	August, 2009 – 20%	35%	40%	50%
5	Percentage of Parent satisfaction with school	Parent focus group tool; documented number of parent complaints	No current baseline data	Establish baseline through Schlechty model	Increase the percentage of satisfaction by 5%; decrease # of complaints by 5%	Increase the percentage of satisfaction by 5%; decrease # of complaints by 5%

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Total number of disciplinary infractions	Positive Behavior Support System	262 students had no disciplinary infractions	Increase number by 15%	Increase number by 15%	Increase number by 15%
2	Total number of parents contacted by school staff through the Parent School Compact	Parent School Compact	No current baseline data	Establish baseline	100%	100%
3	Total percentage of students and staff responding positively to Schlechty survey statements and focus group conversations	Schlechty Cetner tools	N/A	75%	80%	85%

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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	Teacher Effectiveness Rating using PDAS (Teacher Evaluation will be based on performance measures listed 2-5)	PDAS - Teacher Evaluation System	N/A	Baseline rating for each teacher	Growth targets developed for each teacher	Teacher performance measured based on growth target
2	Increased evidence of the <i>Standards</i> in classrooms (analysis, conversation, action focused on providing students with school work that commands both attention and commitment)	<i>School and Classroom Standards</i> analysis; results of teacher focus groups	N/A	Baseline established	Improvement documented through Schlechty model	Improvement documented through Schlechty model
3	Increased evidence of classroom instruction designed around the <i>Working on the Work</i> framework	<i>Working on the Work</i> framework /tool; teacher focus groups	N/A	Baseline established	Improvement documented through Schlechty model	Improvement documented through Schlechty model
4	Teacher performance data collected through observation using the ongoing curriculum audit process and CSCOPE instructional monitoring system	System to be developed	N/A	Baseline of established	Increase 5%	Increase 5%
5	HISD Professional Development Academy (training provided on differentiation, RTI, ELPS, Sheltered Lang. Instruction, Language Acquisition, data management, use of TPM, use of DMAC, technology integration, mentoring, academic coaching, lesson design, Positive Behavior Support, collaborative decision-making, communication)	Activities to increase professional knowledge	N/A	Baseline Activities based on successful completion of hours - Participation	Increase number of teachers completing Academy hours required to receive stipend by 10%	Increase number of teachers completing Academy hours required to receive stipend by 10%

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

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

2						
3						
4						
5						

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<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>No Barriers</b>				
<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 type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" 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 checked="" 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>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>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide Program materials/information in Braille.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E03	Provide program materials/information in large type.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (Specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<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 checked="" 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 checked="" 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 checked="" 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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by telephone/e-mail/FAX on _____ by _____ of TEA.				
<b>Texas Title I Priority Schools Grant</b>				
<b>Schedule # 4D—Equitable Access and Participation: Barriers and Strategies</b>				
<b>Barrier: Shortage of Qualified Personnel</b>				
<b>#</b>	<b>Strategies for Shortage of Qualified Personnel</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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>				
<b>#</b>	<b>Strategies for Lack of Knowledge regarding Program Benefits</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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>				
<b>#</b>	<b>Strategies for Lack of Transportation to Program Activities</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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>				
<b>#</b>	<b>Strategies for Other Barrier</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>
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	\$1,598,894	\$120,783	\$1,719,677
Professional and Contracted Services	5C 6200	512,200	30,195	542,395
Supplies and Materials	5D 6300	557,060		557,060
Other Operating Costs	5E 6400	171,409		171,409
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	180,000		180,000
	Total Direct Costs	3,019,563	150,978	
	% Indirect Costs			3,170,541
<b>Grand Total</b>				
Total Budgeted Costs:		\$3,019,563	\$150,978	0
<b>Administrative Cost Calculation</b>				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				3,019,563
Multiply by (5% limit)				X 5%
Enter Maximum Allowable for Administration, including Indirect Costs				\$ 150,978

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

**Texas Title I Priority Schools Grant**

**Schedule #5—Program Budget Summary**

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

Year 1: SY 2010-2011 \$1,130,670

Year 2: SY 2011-2012 \$1,062,859

Year 3: SY 2012-2013 \$977,012

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

**Provide any necessary explanation or clarification of budgeted costs**

6200

Contracted Services	Year 1	Year 2	Year 3	Total
Schletchy	168,000	162,200	110,000	\$440,200
CEI Lab	9,000	9,000	9,000	\$ 27,000
C-Scope	15,000	15,000	15,000	\$ 45,000
				\$512,200

6300

Supplies	Year 1	Year 2	Year 3	Total
CEI Lab Computers/Furniture	23,430	0	0	\$ 23,430
Tech Labs	42,000	42,000	42,000	\$ 126,000
Technology (Cameras, Whiteboards, Readers, Books, IPADS)	65,975	62,020	57,500	\$ 185,495
Parental Involvement	20,000	20,000	20,000	\$ 60,000
Lang. Acquisition Program	1,000	1,000	1,000	\$ 3,000
Misc. Supplies	53,045	53,045	53,045	\$159,135
				\$557,060

6400 –

Travel	Year 1	Year 2	Year 3	Total
Travel (CEI, LFT, Lang. Acq., Schlechty, Misc.)	25,352	25,160	13,660	\$ 64,172
Training (P.D., S.I., LFT, Pos. Behavior, Lang. Acq.)	56,925	24,256	26,056	\$ 107,237
				\$171,409

6600

Capital Outlay	Year 1	Year 2	Year 3	Total
Wireless Carts	30,000	30,000	30,000	\$ 90,000


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by telephone/e-mail/FAX on _____ by _____ of TEA.						
<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	Increase academic performance	4		\$	\$ 607,500
2	Educational Aide	Increase academic performance	1			51,137
3	Tutor					
<b>Program Management and Administration</b>						
4	Project Director	Programmatic Sustainability	1			189,000
5	Project Coordinator					
6	Teacher Facilitator					
7	Teacher Supervisor					
8	Secretary/Administrative Assistant	Keep accurate records	1			81,000
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
<b>Auxiliary</b>						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator					
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
<b>Other Employee Positions</b>						
22	Title: _____					
23	Title: _____					
24	Title: _____					
25	Title: _____					
26	<b>Subtotal Employee Costs</b>				\$	\$ 928,637
<b>Substitute, Extra-Duty, Benefits</b>						
27	6112	Substitute Pay			\$	\$ 70,416
28	6119	Professional Staff Extra-Duty Pay				364,500
29	6121	Support Staff Extra-Duty Pay				75,452
30	6140	Employee Benefits				159,889
31	<b>Subtotal Substitute, Extra-Duty, Benefits Costs</b>				\$	\$ 670,257
32	<b>Grand Total Payroll Budget (line 26 + line 31)</b>				\$	\$ 1,598,894

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval</b>					
Expense Item Description				Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$ 0
	Specify purpose: _____				
6269	Rental or Lease of Buildings, Space in Buildings, or Land				0
	Specify purpose and provide calculation: _____				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				0
	Specify purpose: _____				
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)				0
	Specify purpose: _____				
<b>Subtotal</b>					
6200 – Professional and Contracted Services Cost Requiring Specific Approval					
<b>Professional and Consulting Services (6219/6239) Less than \$10,000</b>					
#	Topic/Purpose/Service			Total Contracted Amount	Pre-Award
1.				\$	\$
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
<b>Subtotal</b>					
Professional and Consulting Services Less than \$10,000				\$	\$
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000</b>					
<b>1. Description of Professional or Consulting Service (Topic/Purpose/Service): The Schlechty Center for Leadership in School Reform will increase leadership effectiveness, learning time, teacher quality, use of data to drive instruction, parent/community involvement. The Schlechty Center will improve academic performance and school climate.</b>					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs				\$	\$ 390,200
Title: Schlechty					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					20,000
Other Operating Costs					30,000
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
<b>Total Payment:</b>				\$	\$ 440,200



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<b>Texas Title I Priority Schools Grant</b>																								
<b>Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)</b>																								
<b>Professional and Consulting Services (6219) Greater than or Equal to \$10,000 (cont.)</b>																								
<b>2. Description of Professional or Consulting Service (Topic/Purpose/Service): The Creative Education Institute teaches critical concepts and skills for success in reading and math using explicit instruction through sensory learning.</b>																								
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>																				
Contractor's Payroll Costs		\$	\$	\$ 27,000																				
Title: CEI																								
Subgrants, Subcontracts, Subcontracted Services																								
Supplies and Materials																								
Other Operating Costs																								
Capital Outlay (Subgrants Only)																								
Indirect Cost (     %)																								
<b>Total Payment:</b>		\$	\$	\$ 27,000																				
<b>3. Description of Professional or Consulting Service (Topic/Purpose/Service): CSCOPE provides tools for teachers which includes and Instruction Focus document, year at a glance(scope and sequence), and exemplar instructional activities which are aligned to TEKS/TAKS expectations. CSCOPE also provides vertical alignment documents that present aligned standards among grade levels.</b>																								
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>																				
Contractor's Payroll Costs		\$	\$	\$ 45,000																				
Title: CSCOPE																								
Subgrants, Subcontracts, Subcontracted Services																								
Supplies and Materials																								
Other Operating Costs																								
Capital Outlay (Subgrants Only)																								
Indirect Cost (     %)																								
<b>Total Payment:</b>		\$	\$	\$ 45,000																				
<b>4. Description of Professional or Consulting Service (Topic/Purpose/Service):</b>																								
<b>Contractor's Cost Breakdown of Service to be Provided</b>	<b># Positions</b>	<b>Total Contracted Amount</b>	<b>Pre-Award</b>	<b>Total Amount Budgeted</b>																				
Contractor's Payroll Costs		\$	\$	\$																				
Title:																								
Subgrants, Subcontracts, Subcontracted Services																								
Supplies and Materials																								
Other Operating Costs																								
Capital Outlay (Subgrants Only)																								
Indirect Cost (     %)																								
<b>Total Payment:</b>		\$	\$	\$																				
<b>Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:</b>		\$	\$	\$																				
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:70%;">Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:</td> <td style="width:10%;"></td> <td style="width:10%;"></td> <td style="width:10%; text-align: right;">0</td> </tr> <tr> <td>Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:</td> <td></td> <td></td> <td style="text-align: right;">0</td> </tr> <tr> <td>Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:</td> <td></td> <td></td> <td style="text-align: right;">512,200</td> </tr> <tr> <td>Remaining 6200- Professional and Contracted Services that do not require specific approval:</td> <td></td> <td></td> <td style="text-align: right;">0</td> </tr> <tr> <td style="text-align: right;"><b>Grand Total:</b></td> <td></td> <td></td> <td style="text-align: right;">512,200</td> </tr> </table>					Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			0	Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			0	Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			512,200	Remaining 6200- Professional and Contracted Services that do not require specific approval:			0	<b>Grand Total:</b>			512,200
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:			0																					
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:			0																					
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:			512,200																					
Remaining 6200- Professional and Contracted Services that do not require specific approval:			0																					
<b>Grand Total:</b>			512,200																					

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<b>Texas Title I Priority Schools Grant</b>					
<b>Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval</b>					
Expense Item Description		Pre-Award	Total Budgeted		
6399	Technology Hardware- Not Capitalized		\$ 314,175		
	#	Type		Purpose	Quantity
	1	Computer Labs/CEI		Extends learning time for at-risk students	164
	2	Electronic Workbooks		Increase student engagement and learning	72
	3	Document Cameras		Increase teacher quality with teaching tools	53
	4	Whiteboards		Increase teacher quality with teaching tools	45
5	Tech Readers	Improve student reading fluency	72		
6399	Technology Software- Not Capitalized				
6399	Supplies and Materials Associated with Advisory Council or Committee				
<b>Total Supplies and Materials Requiring Specific Approval:</b>			314,175		
<b>Remaining 6300- Supplies and Materials that do not require specific approval:</b>			242,885		
<b>Grand Total</b>			\$ 557,060		



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<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: _____			\$	\$ 23,000
6412	Travel for Students (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____				
6413	Stipends for Non-Employees (specific approval required only for nonprofit charter schools) Specify purpose: _____				
6419	Travel for Non-Employees (includes registration fees; does not include field trips) (specific approval required only for nonprofit charter schools) Specify purpose: _____				
6411/ 6419	Travel Costs for Executive Director (6411), Superintendents (6411), or Board Members (6419) (includes registration fees) Specify purpose: _____				
6429	Actual losses which could have been covered by permissible insurance				
6490	Indemnification Compensation for Loss or Damage				
6490	Advisory Council/Committee Travel or Other Expenses (explain purpose of Committee on Schedule #4B-Program Description: Project Management)				
6499	Membership Dues in Civic or Community Organizations (Not allowable for University applicants) Specify name and purpose of organization: _____				
	Publication and Printing Costs- if reimbursed (specific approval required only for nonprofit charter schools) Specify purpose: _____				
<b>Total 64XX- Operating Costs Requiring specific approval:</b>					<b>23,000</b>
<b>Remaining 6400 - Other Operating Costs that do not require specific approval:</b>					<b>148,409</b>
<b>Grand Total</b>				<b>\$</b>	<b>\$ 171,409</b>

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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	Wireless laptop carts	15,000	12		180,000
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>180,000</b>

<b>SCHEDULE #6A</b> GENERAL PROVISIONS & ASSURANCES	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>109904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

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

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

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

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

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

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

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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

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

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

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

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

**CC. Federal Regulations Applicable to All Federal Programs:**

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

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

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



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

<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>109904</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>109904</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	<div style="text-align: right;"> <u>109904</u>          County-District No.       </div>
<b>Texas Title I Priority Schools Grant</b>		

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>109904</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

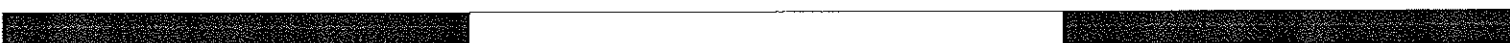
11/89  
 03/90

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>	109904 County-District No.
	<b>Texas Title I Priority Schools Grant</b>	

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> <i>(if individual, last name, first name, MI):</i>		<b>10. b. Individuals Performing Services</b> <i>(including address if different from No. 10a; last name, first name, MI):</i>	
(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:
Federal Use Only:		Standard Form LLL	



<b>SCHEDULE #6E</b> NCLB ACT PROVISIONS & ASSURANCES		<div style="text-align: center;">109904</div> 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> <b>NCLB ACT PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>109904</u> County-District No.
<b>Texas Title I Priority Schools Grant</b>		

- 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).



<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>	109904 County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
  - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
  - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
  - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
  - (5) The LEA assures that homeless children and youth have access to the education and other services that they need 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.

<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>109904</u> County-District No.
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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.

<b>SCHEDULE #6E – cont.</b> <b>NCLB ACT PROVISIONS &amp; ASSURANCES</b>	<b>TEXAS EDUCATION AGENCY</b> <b>Standard Application System</b> <b>School Years 2010-2013</b>	<u>109904</u> County-District No.
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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;

<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>	_____ <b>109904</b> County-District No.
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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 it implement the following federal requirements.
  1. Develop and increase teacher and school leader effectiveness.
    - A. Evaluate the effectiveness of the current principal and use the results of the evaluation to determine whether the principal should be replaced, be retained on the campus, or be provided leadership coaching or training.
    - B. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
    - C. Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
    - D. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school based on rigorous, transparent, and equitable evaluation systems for teachers and principals:
      1. Takes into account data on student growth as a factor as well as other factors such as multiple observation-based assessments of student performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
      2. Are designed and developed and with teacher and principal involvement
  2. Comprehensive instructional reform strategies.
    - A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
    - B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
  3. Increasing learning time and creating community-oriented schools.
    - A. Establish schedules and strategies that provide increased learning time; and
    - B. Provide ongoing mechanisms for family and community engagement.
  4. Providing operational flexibility and sustained support.
    - A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
    - B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
- 11) An LEA **may** also implement other strategies to develop teachers' and school leaders' effectiveness, such as--
  - A. Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
  - B. Institute a system for measuring changes in instructional practices resulting from professional development; or
  - C. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

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

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

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

**Terms defined:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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3. **Quarterly Reporting for ARRA:** Not later than 10 calendar days after the end of each calendar quarter, TEA and any other **direct** recipient of ARRA funds must report to the U.S. Department of Education with regard to recovery funds received in accordance with number 4 below (Section 1512[c]). (A "direct recipient" is a state agency or any entity that applies for and receives funds **directly** from a federal government agency.) TEA must obtain certain information from grantees in order to comply with this reporting requirement. By submitting this application, the grantee agrees to submit information to TEA in the time, form, and manner requested.
4. **Data Elements for Quarterly Reporting for ARRA:** In accordance with Section 1512(c) of ARRA and the Federal Funding Accountability and Transparency Act of 2006 (Public Law 109-282), TEA is required to provide quarterly reports to the U.S. Department of Education or through a central government-wide portal (<http://www.FederalReporting.gov>). The information adopted by OMB contains the following data elements: submitting this application, the grantee agrees to submit the information to TEA in the time, form, and manner requested. The information may change pending final adoption by OMB.

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

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

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

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

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

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

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

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

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