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of TEA.

**TEXAS EDUCATION AGENCY
Standard Application System
(SAS)**

School Years 2010-2013

Midland ISD

Organization Name

Milam Elementary

Campus Name

1756002064

9-Digit Vendor ID#

NOGA ID# (Assigned by TEA)

165901

County-District#

113

Campus Number

18

ESC Region

Amendment #

Texas Title I Priority Schools Grant

Schedule #1 – General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ **Tier II** ☐ **Tier III** ☐

Part 1: Index to the Application


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

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

Certification and Incorporation

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

Authorized Official

| | | | |
|------------------|--------------|-------------------------|--|
| Typed First Name | Initial | Last Name | Title |
| Sylvester | | Perez | Superintendent |
| Phone | Fax | Email | Signature/Date Signed (blue ink preferred) |
| 432-689-1000 | 432-689-1976 | sylperez@midlandisd.net |  6/1/10 |

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

701-10-112-019

| | | |
|---|---|--------------------------------------|
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| by telephone/e-mail/FAX on _____ by _____ of TEA. | | Amendment No. |
| Texas Title I Priority Schools Grant Schedule #1—General Information | | |
| Part 2: List of Required Fiscal-Related Attachments and Assurances | | |
| For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix. | | |
| 1 <input type="checkbox"/> | Proof of Nonprofit Status | |
| | Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.) | |
| 2 <input checked="" type="checkbox"/> | Assurance of Financial Stability | |
| | Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year. | |
| 3 <input checked="" type="checkbox"/> | Assurance of Submittal of Reviewer Information Form | |
| | Required for all applicants: Check box to indicate assurance that reviewer information form will be submitted. All applicants are required to complete the Reviewer Information Form and to submit it online by Thursday, May 6, 2010 . (See Part 2: Program Guidelines, "Reviewer Information Form," for instructions on how to access and submit the form.) | |

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| Texas Title I Priority Schools Grant Schedule #1—General Information | | | | | |
| Part 3: Applicant Information | | | | | |
| Local Educational Agency (LEA) Information | | | | | |
| LEA Name Midland ISD | | | | | |
| Mailing Address Line - 1 | | Mailing Address Line - 2 | | City | State |
| 615 W. Missouri | | | | Midland | TX. |
| U.S. Congressional District Number | | Primary DUNS Number | | Central Contractor Registration (CCR) CAGE Code | NCES Identification Number |
| 11 | | 081085391 | | 4AWCG | |
| Campus Name | | | | County-District Campus Number | |
| Milam Elementary | | | | 165901104 | |
| Mailing Address Line - 1 | | Mailing Address Line - 2 | | City | State |
| 900 Raymond Road | | | | Midland | TX. |
| | | | | | Zip Code |
| | | | | | 79703 |
| Applicant Contacts | | | | | |
| Primary Contact | | | | | |
| First Name | | Initial | | Last Name | Title |
| Linda | | M. | | Jolly | Ex. Director of Federal Programs |
| Telephone | | Fax | | Email | |
| 432-689-1090 | | 432-689-1012 | | ljolly@midlandisd.net | |
| Mailing Address Line - 1 | | Mailing Address Line - 2 | | City | State |
| 615 W. Missouri | | | | Midland | TX. |
| | | | | | Zip Code |
| | | | | | 79701 |
| Secondary Contact | | | | | |
| First Name | | Initial | | Last Name | Title |
| Sylvia | | M. | | Garza | Ass't. Superintendent of Teaching & Learning |
| Telephone | | Fax | | E-mail | |
| 432-689-1092 | | 432-689-1976 | | sylviag@midlandisd.net | |
| Mailing Address Line - 1 | | Mailing Address Line - 2 | | City | State |
| 615 W. Missouri | | | | Midland | TX. |
| | | | | | Zip Code |
| | | | | | 79701 |

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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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| Texas Title I Priority Schools Grant Schedule #3—Purpose of Amendment | | |
| Part 3: Reason for Amendment Request. For all grants, regardless of dollar amount, check the appropriate box to indicate reason for amendment request. | | |
| <input type="checkbox"/> | 1. Addition of a class/object code not previously budgeted on Schedule #5—Budget Summary | |
| <input type="checkbox"/> | 2. Increase or decrease the amount approved in any class/object code on Schedule #5—Budget Summary (i.e., 6100-6600) by more than 25% of the current amount approved in the class/object code | |
| <input type="checkbox"/> | 3. Addition of a new line item on any of the supporting budget schedules (i.e., Schedules #5B–5G) | |
| <input type="checkbox"/> | 4. Increase or decrease in the number of positions budgeted on Schedule #5B—Payroll Costs | |
| <input type="checkbox"/> | 5. Addition of a new item of computer hardware/equipment (not capitalized) approved on Schedule #5C—Supplies and Materials | |
| <input type="checkbox"/> | 6. Addition of a new item or increase in quantity of capital outlay item(s) ≥ \$5,000 approved on Schedule #5G—Capital Outlay for articles costing \$5,000 or more. | |
| <input type="checkbox"/> | 7. Addition of a new item of capital outlay items approved on Schedule #5G—Capital Outlay for articles costing less than \$5,000. | |
| <input type="checkbox"/> | 8. Reduction of funds allotted for training costs | |
| <input type="checkbox"/> | 9. Additional funds needed | |
| <input type="checkbox"/> | 10. Change in scope of objectives, regardless of whether there is an associated budget revision requiring prior approval | |
| <input type="checkbox"/> | 11. Other (Specify) | |
| Part 4: Amendment Justification <div style="border: 1px solid black; height: 200px; margin-top: 5px;"></div> | | |

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

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

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

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

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

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

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

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

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

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

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

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| Texas Title I Priority Schools Grant Schedule #4A—Program Abstract | | |
| Part 1: Grant Eligibility | | |
| <input type="checkbox"/> Tier I Eligible Campus <input type="checkbox"/> Tier II Eligible Campus <input checked="" type="checkbox"/> Tier III Eligible Campus | | |
| Identify which timeline the LEA/Campus the applicant will implement. | | |
| <input checked="" type="checkbox"/> Option 1: LEA/campus currently engaged in aggressive reform <input type="checkbox"/> Option 2: LEA/campus in need of foundational technical assistance | | |
| Part 2: Grant Program Summary. Provide a brief overview of the program you plan to implement on the campus. Be sure to address fundamental issues such as your local program goals and objectives that align with the RFA purpose and goals, rationale for program design, etc. Address the specific gaps, barriers, or weaknesses to be addressed by the intervention model to be selected. A response to this question must be completed in the original submission regardless of whether the LEA/campus has selected an intervention model at this time or not. Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| <p>Midland Independent School District is located in west central Texas and shows a population of 106,561 in the census of 2008. The poverty level is reflected in the fact that over 81% in our four schools, students are eligible for free or reduced lunches. The 6.2 % unemployment rate (<i>MS Department of Employment January 2010</i>) in the county has been increasing dramatically each week, due to the current economic crisis. About 7% of families are below the poverty line while the state is 16.3%, including 36.3% of those under age 18. (2008 City-Data web resource). The Malam Elementary School is a Title I school: i.e. indicating it has a large percentage of students from low-income families. The impact of poverty risk factors on performance is prevalently shown in the significant number of students not meeting state standards. The racial makeup of Malam Elementary School is 34% African American, 6% White, and 60% Hispanic and N/A % other. 16% of our students are ELLS. Both the students and their families are in need of basic services to address not only poor literacy skills, but poor health, high rates of crime (<i>TX Dept of Health 2008</i>).</p> <p>Milam Elementary is in line with Midland ISD's goal of a strong commitment to raise student achievement to meet Adequate Yearly Progress (AYP) and the state's performance goals each year. Improving student success in literacy and mathematics is crucial to achieving this goal and is at the very heart of Malam's plan for improvement. The transformation model will be implemented at Malam Elementary and will follow the federal requirements of developing and increasing teacher and school leader effectiveness; implementing comprehensive instructional reforms; increasing learning time and creating community-oriented schools; and providing operational flexibility and sustained support. Malam has already begun the work of addressing change in specific areas such as their ELLs and Economically Disadvantaged subgroups which have not done well in the state's Reading and Math TAKS tests. Environment, motivation, good support, and effective instructional practices predict that children will learn and be successful in school. By addressing the strategies required in the transformation model and ensuring that Malam continues their efforts, the campus leadership team and the staff will be provided staff development in the skills in creating a culture of learning by combining intensive on-site coaching and mentoring, use proven classroom data technology, and a laser focus on the critical elements of school change. The critical elements that will be addressed and monitored will be guaranteeing an essential curriculum (TEKS); providing a school culture and climate conducive to learning, maximizing academic learning time, monitoring student achievement, and promoting professional practices. Our goal is always to accelerate learning –increasing both the level of performance and the rate of improvement. Individually and as a district, our objective will be set on first raising achievement measurably above previous levels, then on meeting or exceeding state averages, and reducing or eliminating the percentage of students who are below proficiency. Since measurement is costly, especially in terms of time, one cannot measure everything – so the focus is on a few very significant outcome measures such as reading levels and number of math objectives mastered. On the campus and district levels, objectives are set in terms of aggregate student performance and scoring of staff performance against the essential practices. With this common- sense plan based on research and proven in practice, it will provide clear goals and the tools to maintain focus on them and attain them. We know that literacy and mathematics is an engine that drives far more than higher test scores. It drives self-esteem, confidence, and a belief in students' ability to learn. Real change starts with culture: Successful schools are communities, comprised of students, teachers, leaders and parents who share a common vision for improvement.</p> | | |

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | | | | | | | | | | | | | | |
| Part 1: Comprehensive Needs Assessment | | | | | | | | | | | | | | | |
| Section A: Campus Grade Levels | | | | | | | | | | | | | | | |
| Type of School | Number of Students Enrolled in Grade Levels on the Campus to be Served with Grant | | | | | | | | | | | | | | |
| | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Public School | | 72 | 69 | 78 | 59 | 54 | 58 | 59 | | | | | | | 438 |
| Open-Enrollment Charter School | | | | | | | | | | | | | | | 0 |
| Total Students: | 0 | 72 | 69 | 78 | 59 | 54 | 58 | 59 | 0 | 0 | 0 | 0 | 0 | 0 | 438 |
| Total Instructional Staff | | | | | | | | | | | | | | 26 | |
| Total Support Staff | | | | | | | | | | | | | | 10 | |
| Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process | | | | | | | | | | | | | | | |
| 1 | AEIS reports for the last 10 years - to establish the current trends. | | | | | | | | | | | | | | |
| 2 | District Benchmark Data | | | | | | | | | | | | | | |
| 3 | Campus Common Assessment Data | | | | | | | | | | | | | | |
| 4 | Classroom Instruction Data | | | | | | | | | | | | | | |
| 5 | External Campus Evaluation Reports from LYS, Renaissance Learning, and The Balanced Literacy Collaborative | | | | | | | | | | | | | | |
| 6 | Campus systems reports such as: calendar, schedules, discipline, and interventions | | | | | | | | | | | | | | |
| 7 | Leadership and teacher evaluations as well as the district's Professional Appraisal Instrument for teachers | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | |
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| Schedule #4B—Program Description | | |
| Part 1: Comprehensive Needs Assessment Cont. | | |
| Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus. | | |
| <p>Lead Your School (LYS) analyzed campus AIES (Academic Indicator Excellence System) data to identify big picture instructional concerns. Then LYS conducted numerous classroom observations and interviewed formal and informal campus leadership. Based on performance data, field observation data and interviews, LYS created an individualized improvement prescription for the campus.</p> <p>Throughout the year, LYS staff will formatively assess campus improvement and program implementation by collecting and analyzing common assessment data, classroom observation data and interviews with teachers and campus leaders. Adjustments to both training and implementation tempo will be made based the results of these formative checks.</p> <p>This May and during the summer, LYS will conduct an End of Year Campus Summative assessment, similar to the initial campus assessment. The assessment will address program implementation and current campus needs. Adjustments to the initial campus prescription will be made and the assessment cycle will continue.</p> <p>In the last year Midland ISD Conducted a Safe Schools Climate Assessment - The safe school assessment provided the district with an independent look at the district's climate and culture as it relates to enhancing the learning environment. The safe school assessment process involves many aspects, including an examination of the district, schools and recommendations. This also provides the district and school's with a needs assessment that will be used in developing our school safety component of the school's Comprehensive School Improvement Plan.</p> <p>Midland ISD has done many district, school and community assessments for grants that are listed below that have been awarded to our district. These assessments are revisited when reviewing the district and schools Comprehensive School Improvement Plan.</p> <p>Example of grants are that assessments were done: TITLE IV, PART A-SAFE & DRUG-FREE SCHOOLS & COMMUNITY, EVEN START LITERACY PROGRAM, TITLE II, PART A-TEACHER & PRIN TRAINING & RECRUITING, TITLE II, PART D-ENHANCING EDUCATION THROUGH TECHNOLOGY, 21st CENTURY COMMUNITY LEARNING CENTER, TITLE II, PART D-TECHNOLOGY-ARRA, McKNNEY VENTO HOMELESS EDUCATION ARRA, STATE FUNDED OPTIONAL EXTENDED YEAR PROGRAM, TX FUTNESS NOW GRANT and many others.</p> | | |

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | | |
| Part 1: Comprehensive Needs Assessment Cont. | | | |
| Section D: Groups of Participants Contributing/to Contribute to Needs Assessment Process, ensuring Parents and Community Groups were involved in the process. | | | |
| 1 | District Education Improvement Committee (DEIC) – committee is a major communication tool for the Superintendent from schools in matters of policy and procedures. It serves as a major communication link to receive campus and community input regarding district operations, policies and operating guidelines. Composition of membership must include: professional staff, parents, community members and business representatives. | | |
| 2 | Campus Education Improvement Committee (CEIC) – committee is the campus level planning and decision making committee. It is involved in decision making in the areas of: campus goals and objectives; curriculum; campus budget; staffing patterns; staff development; campus organization; needs of special populations, crime prevention and intervention; safety; and parent involvement. The committee develops, reviews, and revises the campus improvement plan annually. They hold at least 6 meetings per year. The principal serves as a member of the committee with a minimum of 4 elected classroom teachers, four parents, two community members and two business representatives. | | |
| 3 | Midland ISD Community Strategic Planning Committee – which seeks solutions that will provide educational facilities for MISD's future growth in enrollment, taking into account program changes that occur. Their committee charge is to develop a 10 year and 20 year vision for the district. Their goal is to provide facilities and programs that will prepare students for post-secondary education, and flexibility to accommodate changes in technology for education. | | |
| 4 | Key Communicators – strive to be effective liaisons between our schools and the community at large. They are committed to increase understanding between our stakeholders, our schools, and the administration. They meet regularly with school district representatives to learn more about the district and share questions and/or concerns voiced in the community. | | |
| 5 | Lead Your School - | | |
| 6 | Renaissance Learning - With their system, we can move quickly to measure students according to the new standards with a quality online assessment that will be accomplished without delay. | | |
| 7 | District Benchmark Data - district-wide assessments done every 6 weeks at every campus. | | |
| 8 | Campus Common Assessment Data –Done every 3 weeks and developed by each campus according to the objectives covered in the classroom; provides the principal and teacher immediate information of what is being taught. Campuses can also select to administer weekly assessments to provide formative progress of students' mastery of objectives. | | |
| 9 | Classroom Instruction Data – Everyday assignments, projects, quizzes, and tests. | | |

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| Texas Title I Priority Schools Grant Schedule #4B—Program Description | | |
| Part 2: Project Management | | |
| Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model. | | |
| <p>Midland ISD has analyzed the needs of each school and selected an intervention for each school and has the capacity to enable each school to implement, fully and effectively, the required activities of the school intervention model they has selected as a group.</p> <p>To demonstrate commitment and capacity, Midland ISD has taken and will take the following steps: Design and implement interventions consistent with the final requirements of the state and will recruit, screen, and select external providers, to ensure their quality. We will align other resources with the interventions and modify our practices and policies, if necessary, to enable it to implement the interventions fully and effectively; and sustain the reforms after the funding period ends.</p> <p>The Project Management:</p> <p>Project Director – Will provide technical support and oversight concerning the district's school improvement process; Implement and facilitate staff training in coordination with campus principals and the site coordinators; Develop and maintain an organizational chart for all staff involved with the program to include roles, responsibilities, and qualifications of all staff and organizations participating in the program; Serve as the main contact with TEA/USDE regarding all requirements and issues, related to the program, and including data collection, and program implementation, and ensure timeliness in meeting all deadlines, due dates, etc; Work closely with the Assistant Superintendent of Teaching and Learning and the Executive Director of Instructional Services and Federal Programs in addressing the critical areas such as student achievement, teacher retention, student mobility, graduation/drop-out rates, and discipline. Working together to focus on successful tactics for sustainable improvement, and devise goals specific to our district.</p> <p>Site Coordinator: housed on the campus and will work with the school on the area(s) that caused the school to enter school improvement. These requirements will include: providing staff on-going, high quality, job-embedded professional development through a coaching model (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 successful implement school reform strategies; using data on student growth through formative assessments; conducting periodic reviews with the principal to ensure that the curriculum is being implemented with fidelity, is having tended impact on student achievement, and is modified if ineffective; providing additional supports to teachers and principals to ensure that ELL students acquire language skills to master academic content.</p> <p>Instructional coaches – three instructional coaches (Reading, Math and Science) that will provide professional development and ongoing consultation to classroom teacher so content enhancement routines are clearly understood and fully embedded into the curriculum; coach teachers in the classroom by modeling and promoting fidelity of the curriculum; develop expertise in the use of the Renaissance software that supports the model; works with school administrators and staff to further the goals of the campus; partners with the professional external providers; submits monthly coaching logs; and meets weekly with principal and site coordinator to keep them updated on issues.</p> <p>Data entry clerk – responsible for generating, preparing, and submitting data from campus information on assessments, intervention procedures, accountability information, teacher level data, and student performance data; will work closely with the campus site coordinator and the Project Director to provide any and all data information required for the program.</p> | | |

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| Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model. | | |
| <p>Each school in the Midland ISD has an active organized Parent-Teacher Association (PTA) that meets monthly with a goal and mission for parents and teachers working together for the success of all students. The organization is comprised of parents, teachers, community leaders, clergy, the principal, teacher assistants, and other school personnel.</p> <p>Public meetings have been sponsored by the Midland ISD to address the state of the schools. Each fall, schools hold a public meeting to discuss the previous year's test scores and to solicit input from the community on various means of school improvement. From that meeting, committees are formed, in which parents have the opportunity to volunteer to participate on any given committee in order to help develop the school improvement plan. Once the plan is written, the plan is signed off by the various committee members, and the plan is submitted to the superintendent for school board approval.</p> <p>Each grade level lead teacher met with the other grade level teachers to discuss what can be done to improve teacher quality teaching and also cross grade mappings to help students move from one grade to another. The Midland ISD has a Teacher Communication Committee (TCC), where members are selected from each school level from their peers. The teacher communication committee meets monthly with the superintendent to discuss concerns from the individual schools. Teachers turn in their concerns to their teacher advisory representative, and those items are addressed in a timely manner. Some of the concerns that deal with policy changes are discussed, and if deemed appropriate, the recommendations are then made to the school board. Principals make up the district's leadership team, and too, have voice in the decisions of the district. Principals meet with the superintendent weekly to discuss areas of concerns and subsequently, these discussions have lead to changes in policy and procedures.</p> <p>Each elementary school has a new pre-K program that is partnered with the local head start agency. It is through this partnership that families receive medical and dental services for their four-year olds.</p> | | |

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| Management of Grant Activities – Describe how the LEA and campus will modify its practices and/or policies, as necessary, to ensure its implementation of the intervention(s) fully and effectively. | | |
| <p>Superintendent and staff will redefine and write the policy that provides a plan of action to recruit, retain, and grow teachers in the core subject areas. The school board will approve the policy.</p> <p>Program Director (PD), principal, and superintendent or designee will conduct the initial review of policies</p> <p>At defined intervals, the school PD will report to the board on implementation of milestones in order to impact decisions and policy related to staffing, calendars, time, vertical and horizontal curriculum alignment, and budgeting, in support of comprehensive improvement.</p> <p>As stated above in section C process, we have managed these grants over the last two years which shows the ability of the district to manage the grant programs and the budgets as well as the SIG: TITLE IV, PART A-SAFE & DRUG-FREE SCHOOLS & COMMUNITY, EVEN START LITERACY PROGRAM, TITLE II, PART A-TEACHER & PRIN TRAINING & RECRUITING, TITLE II, PART D-ENHANCING EDUCATION THROUGH TECHNOLOGY, 21st CENTURY COMMUNITY LEARNING CENTER, TITLE II, PART D-TECHNOLOGY-ARRA, MCKINNEY VENTO HOMELESS EDUCATION ARRA, STATE FUNDED OPTIONAL EXTENDED YEAR PROGRAM, TX FITNESS NOW GRANT and many others.</p> | | |

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| Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention. | | |
| <p>With the more rigorous TEA Curriculum Frameworks in Mathematics, Language Arts, and Science, instruction and expectations for students in grades K- 2 can no longer remain at a less rigorous lesson simply because students in these grade levels are not a part of the state assessment population. The Lead Partners, Renaissance Learning and the Balanced Literacy Collaborative in the transformational model will provide instructional programs and intensive professional development so that teachers will have frequent feedback on students' reading ability and are able to design interventions for each student immediately. The Lead Partner's process for teacher mentoring which includes specialists in increasing the rigor for lower grades while maintaining developmentally appropriate learning tasks and assessments.</p> <p>The Collaborative Partners (federal, state, local, business and community) regularly assesses all students and provides longitudinal data by student, class, grade level, and school. The data provides clear indicators of student growth. In addition, the leadership mentoring component will include training in regular classroom observation and a web-based tool for recording data on all aspects of professional practice, providing a continuous and transparent record of agreed-upon elements of behavior that can be used as a basis for evaluation systems.</p> | | |

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| Grant Project Manager Qualifications – Describe the qualifications of the person selected to be the project manager for this grant on the campus. | | |
| The Program Director Job Description is listed below: Reports To: Superintendent, Assistant Superintendent of Teaching and Learning, and the Executive Director of Instructional Services and Federal Programs Job Goal: To provide leadership in the ongoing development and improvement of the entire instructional program of the district | | |
| <div style="margin-left: 40px;"> A. Mission and Goals <ul style="list-style-type: none"> Works with the Assistant Superintendent of Teaching and Learning and those whom he/she supervises to articulate and promote the school system's vision of learning and teaching Monitors and evaluates progress toward accomplishment of system goals and objectives Uses student data to identify program needs Develops goals and objectives, programs and operations that are consistent with school system vision, mission, and goals Ensures that unit and program plans are consistent with the system's strategic plan Communicates high expectations of students, staff, and parents/guardians Creates, identifies, encourages, and supports innovative ideas that in turn support learning and teaching </div> | | |
| <div style="margin-left: 40px;"> B. Management of Educational Resources <ul style="list-style-type: none"> Selects and utilizes personnel to meet the needs of the school Protects instructional time through effective instructional leadership Understands and utilizes the available technology of the school (The focus of technology is on student achievement.) </div> | | |
| <div style="margin-left: 40px;"> C. Curriculum and Personnel Development Activities <ul style="list-style-type: none"> Guides development and coordination of curriculum and instructional services Conducts instructional meetings and attends relevant school, district, and professional meetings as necessary Devises experimental programs designed to improve the curriculum and instructional techniques Assumes responsibility for continual improvement of the quality of instruction Encourages teachers in the use of new methods and materials Assists principals in meeting objectives under minimum standards </div> | | |
| <div style="margin-left: 40px;"> D. General Performance Responsibilities <ul style="list-style-type: none"> Makes classroom visitation of personnel when necessary and provides follow-up consultation Assists in the handling of day-to-day problems of instruction and acts as a resource person for teachers Advise the principal on budgetary items related to instructional issues Coordinates activities of the teaching team Assumes the responsibility for the development and implementation of resource files Meets and confers with parents as necessary Assists teachers in the evaluation of all students </div> | | |

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| LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts. | | |
| <p>At Midland ISD the central office Development Office manages the overall program. Then the Asst. Sup. links the Campus Improvement Plan (CIP) to the District IP (DIP) so that what is being done with the program is Integrated into the cultural of the campus and the school district.</p> <p>Site coordinators at campus will:</p> <ul style="list-style-type: none"> • Coordinate activities and meet the needs of the program before, during and after school. • Works closely with the Project Director and principal regarding recruitment efforts and activity planning to ensure alignment with the school day; • Coordinates the campus needs assessment and other data tools needed for evaluation for the instructional plan; • Meets with students, teachers, and parents as necessary to communicate students needs; • Facillitate strategies for student assessments, student interventions, and student achievement; • Coordinate student, teacher and program-level data to monitor the progress of all programs implemented in the program; • Work with business partners, community stakeholders, and parents to coordinate program services. | | |

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| Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends. | | |
| <p>Implementation of the Transformation model will be closely guided by the Collaborative Partners Consortium, a joint venture. Collaborative Partners will provide intensive mentoring and coaching of leadership and instructional staff. Multiple specialists (former superintendents, principals, master teachers, and experts in special education and working with struggling learners) will be regularly on-site at Malam Elementary School throughout the entire transformation process. The Collaborative Partners will also provide job-embedded professional development tailored to the needs of the instructional staff, as well as the hardware (classroom laptops and response systems) and software (assessment and task-management programs) required to improve Academic Learning Time and provide continuous student achievement data.</p> <p>The plan program base will be the foundation for student success for now and in the future.</p> <p>Highlights of the program include: establishing a talent pool for the recruitment, selection and development of highly qualified and effective leaders; mentoring and coaching high-impact principals to develop the knowledge, skills, tools, resources and support necessary to accelerate and sustain dramatic increases in student achievement; and embedding research-based best practices in effective, extraordinary school turnaround resulting in the production of impressive and sustainable increases in student achievement in some of the most chronically underperforming campuses.</p> <p>SIG funds will establish an infrastructure, which will support continuing services beyond the grant period. Through the project activities, the school will have in place higher educational expectations, challenging academic courses based on the state standards, mentoring programs with trained mentors, trained teachers and staff. The district has pledged to redirect funds to support effective strategies. Even after the Federal SIG funding stops our schools will be dedicated to continuing the program objectives and supporting the students as they move into college.</p> | | |

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| External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality. | | |
| <p>In deciding who would be providers for our program the first thing that Midland ISD did was build a selection team to choose external providers such as the following:</p> <ul style="list-style-type: none"> • School and district administrators • Teachers representing various grades, content areas, and teams • Representatives from the school improvement team, professional development committee, or other site-based management team • Representatives of the teachers associations • Other professional staff • Parents • Community representatives • Students <p>Midland ISD used a very purposeful, targeted approach to explore external providers for this SIG proposal First, members of the district and schools selection team group design a request for proposal (RFP) that spells out clearly what they are looking for in a provider. Schools and district have determined their strengths and priorities for academic improvement during the needs-assessment process which provided a stronger position in writing a effective RFP. Because we put in hard work examining our current practices, including thinking through the shared values and beliefs that currently shape our school culture, we were able to develop a profile. The RFP allowed providers to bid on the work according to the specifications outlined in the profile. This allowed Midland team a list of components or characteristics to look for which is an important step in making sure we selected the best possible providers.</p> | | |

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| Site Visits – If the Intervention program includes site visits to other campuses successfully implementing the Intervention model, describe the process for selecting the locations and the expected outcomes of the site visit. | | |
| <p>None are planned</p> | | |

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| Lack of Capacity -- If the LEA is not applying to serve each Tier I school (is not applying for grant funding for each Tier I school), provide a detailed explanation of why the LEA lacks capacity to serve each Tier I school. | | |
| <p>Midland ISD only has Tier III schools that are in need of assistance. If we did have a Tier I school that school would have been at the top of the list. The reason we selected these four Tier III schools is that we do not want any of these schools or other schools in our district accruing a Tier II or Tier I status.</p> <p>All four campuses (Malam, Burnet, Travis and Crockett Elementary Schools) in joint collaboration with Midland administration have worked in setting goals, objectives and choosing providers to help us become successful schools.</p> | | |

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

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

Part 3: Intervention Model

Section B: Model Selection Process –Describe in detail:

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

Responses are limited to **five pages**, front side only, with a font size no smaller than 9 point (Arial or Verdana).

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.*

The District explored a number of models, including but not limited to those designed by the Southern Regional Education Board, Renaissance Learning, International Center for Leadership in Education and Lead Your School, etc. The district also examined the models that had been or were being implemented currently in the district. Based on both the examination of National Models and objective results collected in the district, it was determined that the LYS model and Renaissance Learning provided the best fit with stated Midland ISD Board goals and the most noticeable improvement in campus performance.

- **Comprehensive and Effective Planning** - Conduct a needs assessment to analyze historical data in critical areas such as student achievement, teacher retention, student mobility, graduation/ drop-out rates, and discipline.
- **Measurable Goals** - Develop a customized action plan to focus on successful tactics for sustainable improvement and devise goals specific to our district/campus. The action plan must include both goals and strategies adapted to the needs of each campus. Goals must be objectively measurable and realistically obtainable based on the strategies available to be implemented by campus staff. The products and services of Renaissance Learning will provide schools with powerful support in both goal setting and progress monitoring, especially in the key areas of reading and mathematics. Goals may set based on individual baselines established by state testing. Renaissance Learning assessment programs, such as STAR Reading, STAR Math, and STAR Early Literacy provide schools with tools to quickly establish achievement goals, both short term (weekly and grading period) and long term (year end) for every student based on individual placement levels and additional learning challenges. In addition, Renaissance Learning provides daily task level programs, such as Accelerated Reader, Successful Reader, Accelerated Math and MathFacts In a Flash, which provide abundant resources for strategy development, to effectively supplement existing curricula. Reinforced with onsite mentoring and appropriate staff development, these programs have an established record of boosting achievement, especially with students in intervention status. Ongoing consulting relationships from Renaissance Learning with staff will ensure high fidelity of implementation and progress toward goals at each campus.
- **Organizational Structure and Resources** – Target the structures and resources needed to support the most academically needy, the English language learners sub group, and devise multiple coordinated strategies for continuous improvement. This ongoing process will enable us to maximize our human capital, align them with their area of expertise, and best meet individual student needs. Renaissance Learning will support ELL students through its English in a Flash program, which may be used at any age or language level of learner. The program concentrates on the fast acquisition of academic vocabulary to help students gain ability to learn in the classroom. This supplemental program has been shown to reduce typical language acquisition times by one half. Additionally, Accelerated Reader will reinforce vocabulary development by coordinating appropriate reading levels with English trade books. The reading intervention program, Successful Reader, will also develop vocabulary and comprehension for all struggling readers, including ELL students. These three programs will

work with any existing curriculum to improve ELL student success.

- **Instructional Alignment** – Review the depth of coverage of the materials currently utilized and make appropriate changes to align the content to state and federal standards. Work to determine the appropriate amount of teacher instruction as well as student practice –for differentiated learning styles—to reach success and help to facilitate filling of any gaps in the instructional program. Renaissance Learning programs are aligned to both Federal and Texas state standards. Accelerated Math provides alignments with both NCTM (National Council of Teachers of Mathematics) and TEKS (Texas Essential Knowledge and Skills). All Renaissance Learning programs are well adapted to differentiated learning instruction. Especially important is the emphasis on practice and the real time monitoring of student activity and achievement within all Renaissance Learning programs. Many curricula are weak in providing enough practice to provide student confidence and mastery and weak in providing student, teacher, and parent feedback on performance. Renaissance Learning programs will fill these gaps effectively.
- **Pacing and Formative Assessments** – Collaborate with the schools to implement rigorous pacing to ensure all standards are taught before TAKS testing. At the same time, develop aligned assessments to match the pacing. Pacing is vital in the area of mathematics, where specific objectives will be tested on the TAKS test. Accelerated Math will provide real time reporting on student and class progress in mastery of TEKS. Because most of the students will off grade level in Intervention status, frequent formative assessments will be critical. STAR Reading and STAR Math, both nationally norm products and both accepted by NCRTI (National Center on Response to Intervention) will provide immediate results to teachers in less than 15 minutes. Both will allow testing on a weekly basis for students in intervention status. Both provide goal setting tools for teachers and system-wide, fully customizable reporting for administrators.
- **Data Management and Directed Decisions** – Review formative assessment data as an essential tool to gather the necessary information to make data driven decisions. Offer convenient, web based access assessments precisely aligned to standards, with detailed teacher, student, and campus progress reports. Renaissance Learning programs provide actionable information to teachers on a real time basis. The programs are web-based, which means minimal downtime and technical issues while maximizing information access to teachers, principals and district staff. Renaissance Learning professional development will train to ensure that teachers are fully implementing effective use of data on a daily basis and student by student. Best practice training will enable teachers to know which reports are to be used daily to inform instruction and which will be used weekly to monitor progress and intervention. Renaissance learning programs include scores of reports, including dashboard, bench mark, screening, cut score, progress monitoring, and standards mastery reports, all fully customizable by student group, access level, and reporting timeframe.
- **Professional Growth, Development, and Evaluation** – Provide job-embedded professional development and coaching. Transfer methodologies to each school through workshops, practicum, and mentoring. Build long-term sustainability through development of instructional leadership teams as well as professional learning communities for administrators, coaches, and teachers – supported with web-based tools. Renaissance Learning has been training educators on data-driven decision making for more than two decades. We provide a complete range of implementation and ongoing consulting for our customers for the purpose of maximizing the fidelity of implementation of our programs. We train school level staff through onsite seminars, webinars and ongoing coaching/mentoring as well as through train-the-trainer models, which provide for job embedded training of staff. For the most part, we do not sell our software programs without full campus commitment to the training process. We also train school and district leadership on the use of data for setting goals, evaluating performance and monitoring intervention. Our programs are web-based, which means teachers and administrators will have continuous, real-time access to the same set of data, which will allow all staff to keep goals and progress toward goals in the forefront at all times.
- **School Culture** – Recognize that a thriving school culture is essential to success. Foster the development of best practices that are conducive to positive interactions, between everyone associated with the school – students, teachers, and administrators – plus all support staff and others. Renaissance Learning has training designed for inspiration of school culture, primarily used in regional symposia called our “Inspired Educator Series”, which is available to help teachers and administrators overcome the effects of discouragement and

disappointment. Topics include focus on literacy, classroom management strategies, closing the achievement gap, Informative Assessment, differentiated learning and many more.

- **Student, Family, and Community Support** – Understand the importance of developing community partnerships to support students at home, in the community and at school. Partner with the students and their families to ensure a common commitment needed to increase student achievement – plus develop approaches to promote high community engagement. As a technology services provider, Renaissance Learning is searching for ways to link parents with their student's work through real-time access to information. "Home Connect" provides parents with Internet connected computers to a web page of their student's progress in reading and math towards quarter and year-end goals and a summary of their achievements throughout the year. It also gives email notification options so that parents can instantly know of their student's success on tests. This notification could also be accessed on some cell phones. "Home Connect" also gives opportunity in some subjects for home practice and even scoring of assignments. The importance of information in keeping parents connected cannot be overemphasized.

2. *The timeline delineating the steps the campus will take to implement the selected intervention.*

Steps in the Implementation Plan

- I. Enhance student achievement in our school by improving core exit exam scores in Language Arts, Reading, Math, U.S. History, and Science by increasing the pass rate and proficiency level by 20 percent.
 - A. Milestone Major Activity – Utilize student and teacher data to make appropriate teacher and student scheduling assignments to include giving non-proficient students more time in targeted weak subject areas. A curriculum audit will be conducted to examine data related to vertical and horizontal alignment, research-based focus, and alignment with state standards meeting the needs of what students will be required to know and be able to do for proficiency and graduation.
 - 1. Personnel Assigned – Assign best teachers to core subject area classes as evidenced by student test scores and provide appropriate on-going job-embedded professional development.
 - 2. Timeline – July 1, 2010 master schedule complete listing student and teacher assignments with class rolls
 - 3. Start Up Task – Students will take pre-tests in core subject areas to determine their needs (minimum and basic students will be provided double time in targeted weak areas). Previous test data will provide follow-up on skill gaps.
 - a. Personnel Assigned – Teachers administer pre-tests in core subject areas and administrators monitor administration and collect tests.
 - b. Timeline – August 2010
 - 4. Evaluation Criteria – Sample assessments in the core subject areas will provide progress monitoring for student assessment. End of the year course tests will provide assessment data to determine success of this objective.
 - B. Milestone Major Activity – Specialists will coach and mentor administrators and teachers in the use of best practice tools for lesson delivery in all courses and will require tool use. These tools include teacher and administrative performance rubrics, lesson plan rubrics, building walk-through tool, student engagement tool, classroom observation tools including focus and sequence of the lesson, classroom management, student progress monitoring, strategies used in instruction, questioning practices used in instruction. All tools are derived from research-based effective school practices. The goal of mentoring will be to improve capacity and professional practices of leadership and staff. Through gradual release of responsibility, school staff will be able to successfully implement and maintain improvement.
 - 1. Personnel Assigned – Administrators will coach and mentor teachers in best practice tools and lesson delivery.
 - 2. Timeline – Teachers will be given training on best practice strategies and tools immediately.

Specialists will provide ongoing job-embedded professional development throughout the year on best practice lesson delivery. This training will help teachers focus on the effective use of real-time, computer-generated reports to monitor student activity and progress towards goals.

3. Start Up Task – Teachers will plan, instruct, and assess students on best practice tools and strategies.
 - a. Personnel Responsible – Teachers will utilize best practice tools and strategies in planning and instruction. Administrators will monitor implementation.
 - b. Timeline – Best practice strategies will be implemented and monitored daily and throughout the year.
 4. Evaluation Criteria – The school will utilize formative progress monitoring (frequent and ongoing) and summative benchmark assessment each nine weeks to determine progress and to plan instruction. End-of-year course scores by students will provide evaluations of each teacher's instructional process and their use of instructional tools as well evaluations for impact of administrative supervision.
- C. Milestone Major Activity/Step – Provide the school with a recruitment, retention and professional growth plan to employ teachers in the core subject areas who will plan, teach, and assess students to proficiency and above. The plan will include incentives (including financial) for all staff, rewards for those who improve student achievement, and removal procedures for ineffectiveness following due process. Growth and promotion within the district and school will be associated with student achievement, proficiency, growth, and graduation rate.
1. Personnel Assigned – Superintendent and staff will redefine and write the policy that provides a plan of action to recruit, retain, and grow teachers in the core exit exam courses. The school board will approve the policy.
 2. Timeline – July 1, 2010 - Recruitment, retention, and professional growth plan in place
 3. Start Up – Assigned school officials will attend college state job fairs to recruit best practice teachers. In addition, an on-going job-embedded professional development plan specific to identified targeted needs designed to grow teachers will be developed. The performance evaluation system will focus on providing support and growth to teachers that result in improved practice. A plan for recognition of teachers who positively impact student achievement will be developed.
 - a. Personnel Responsible – Administrators will work with specialists to develop processes and tools outlined above.
 - b. Timeline – July through September, 2010
 4. Evaluation Criteria – The core summative subject tests will determine the effectiveness of our recruitment, retention, professional growth, and teacher recognition plan. Documentation of recruitment, retention, and incentives will add to the evaluation criteria.
- D. Milestone Major Activity/Step – Implement a transparent and equitable Performance Evaluation Plan that includes rigorous requirements of student grade proficiency and growth as measured by state assessment, AYP, and increased graduation rates. The plan will also include ongoing performance observation data gathered using performance rubrics and tools.
1. Personnel Assigned – The administration will be assigned to work with teachers and other staff to redefine and align job descriptions and personnel evaluations of teachers, principals, counselors, and other appropriate personnel meeting the criteria of the milestone major step.
 2. Timeline – July 1, 2010 - Revised and aligned job descriptions and evaluations in place
 3. Start Up – The principal will familiarize the administration and staff with redefined job

descriptions and evaluations.

- a. Personnel Responsible – Principals
 - b. Timeline – Initially August, 2010, and supporting ongoing
4. Evaluation Criteria – Formative progress monitoring (frequent and ongoing) and summative benchmark assessment each nine weeks will provide evaluative information as to what extent teachers are impacting student achievement. End-of-year course scores by students will provide evaluations this action milestone.
- E. Major Milestone Activity/Step – Implement a parent/community support group to provide ongoing mentoring and support to Instructional program.
1. Personnel Assigned – The principal will appoint a parent/community executive committee to provide leadership for the advisory group.
 2. Timeline – August 1, 2010 - School parent/community advisory support group in place
 3. Start Up – The principal and executive committee will have the responsibility of writing the bylaws of the committee that give support to the school and teachers.
 - a. Personnel Responsible – The principal, president, and vice-president of the parent/community support group will establish the bylaws.
 - b. Utilize technology with Renaissance Learning's "Home Connect" to provide parents with continuous real time data on their student's progress towards goals.
 - c. Timeline – July 1, 2010
 4. Evaluation Criteria - The school will utilize formative progress monitoring (frequent and ongoing) and summative benchmark assessment each nine weeks to determine impact of the parent/community support group related to student achievement.
- F. Major Milestone Activity/Step – At defined intervals, the Project Director will report to the board on implementation of milestones in order to impact decisions and policy related to staffing, calendars, time, vertical and horizontal curriculum alignment, and budgeting, in support of comprehensive improvement. In addition, this step will ensure that sufficient LEA support is provided as necessary to result in increased attendance and graduation rates.
1. Personnel Assigned – The Project Director will work with principal, Assistant Superintendent for Teaching and Learning, and the Ex. Director of Instructional Services and Federal Programs to prepare reports and data to present to the board.
 2. Timeline – Initial board presentation will be made upon the project start up and progress reports made on nine-week intervals.
 3. Start Up – The Project Director will conduct an initial review of staffing, school calendar, master schedule, personnel assignments, allocation of funding, utilization of resources, student data by teacher, instructional practice by teacher, and instructional leadership performance.
 - a. Personnel – Project Director, principal, Assistant Superintendent of Teaching and Learning and the Ex. Director of Instructional Service and Federal Programs or designee will conduct the initial review.
 - b. Timeline – August 2010
 4. Evaluation Criteria – Student performance data will serve as evaluation measures. School Board meeting minutes will reflect presentation of information as well as resulting reallocation of resources, policy impact and program adjustments. Summative student performance assessment results will serve as the ultimate determination of student performance impact.

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| Part 3: Intervention Model | | | |
| Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus. | | | |
| 1 | District Education Improvement Committee (DEIC) | | |
| 2 | Campus Education Improvement Committee (CEIC) | | |
| 3 | Campus Instructional Team – comprise of principal, assistant principal, lead teachers, instructional specialists and coaches | | |
| 4 | Teaching and Learning Department - comprise of Assistant Superintendent of Teaching and Learning, Executive Director of Instructional Services and Federal Programs, and all the Instructional Directors. | | |
| 5 | Other professional staff | | |
| 6 | Parents | | |
| 7 | Community representatives | | |
| 8 | Students | | |
| 9 | PTA | | |
| 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"> 1 – Improve Academic Performance, including (but not limited to) Reading/ELA and Math <ul style="list-style-type: none"> A. Data-driven Instruction B. Curriculum Alignment (both horizontal and vertical) C. On-going Monitoring of Instruction 2 – Increase the Use of Quality Data to Drive Instruction <ul style="list-style-type: none"> A. Data Disaggregation/Training B. Data-driven Decisions C. On-going Communication 3 – Increase Leadership Effectiveness <ul style="list-style-type: none"> A. On-going Job Embedded Professional Development B. Operational Flexibility C. Resource/Data Utilization 4 – Increase Learning Time <ul style="list-style-type: none"> A. Flexible Scheduling B. Instructionally-focused Calendar C. Staff Collaborative Planning 5 – Increase Parent/Community Involvement <ul style="list-style-type: none"> A. Increased Opportunities for Input B. Effective Communication C. Accessible Community Services 6 – Improve School Climate <ul style="list-style-type: none"> A. Increased Attendance B. Decreased Discipline Referrals C. Increased Involvement in Extra/Co-Curricular Activities 7 – Increase Teacher Quality <ul style="list-style-type: none"> A. Locally Developed Appraisal Instruments B. On-going Job Embedded Professional Development C. Recruitment/Retention Strategies | | |

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| Schedule #4B—Program Description | | | | | |
| Part 3: Intervention Model | | | | | |
| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 1: Improve Academic Performance including (but not limited to) Reading/ELA and Math | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| B, C | Improve Student Achievement in Reading/ELA | A hallmark of Ren Learn Accelerated Reading program is the increased time that is spent on learning through a variety of implementations that include classroom use, after school and summer school programs and family involvement. | Nunnery, J. A., & Ross, S. M. (2007). The effects of the School Renaissance program on student achievement in reading and mathematics. <i>Research in the Schools</i> , 14(1), 40-59. | | |
| B, C | Improve Student Achievement in Mathematics | Students in Accelerated Math classes gained 7 to 18 percentiles more than comparison students. In every grade and subgroup identified, such as eligibility for Title I and free or reduced-lunch programs, students in Accelerated Math classes performed better than students in classes not using the software. | Ysseldyke, J., & Tardrew, S. (2007). Use of a progress monitoring system to enable teachers to differentiate math instruction. <i>Journal of Applied School Psychology</i> , 24(1), 1-28. | | |
| A,B,C | Improve Reading and Math Achievement through Accelerated Reader and Accelerated Math | A quasi-experimental study of elementary and middle schools supports significant gains in reading and math, especially when implemented with best practices. | Nunnery, J. A., Ross, S. M., & Goldfeder, E. (2003). The effect of School Renaissance on TAAS scores in the McKinney ISD. Memphis, TN: University of Memphis, Center for Research in Educational Policy | | |
| A,C | Ensure fidelity of implementation of math programs | Accelerated Math is shown to be significantly more effective when implemented as intended. Students show large differences in achievement on year end tests based on whether teachers used or did not use Accelerated Math best | Ysseldyke, J., & Bolt, D. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. <i>School Psychology Review</i> , 36(3), 453-467. | | |

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| | | practices. | | | |
| A,B,C | Accelerated Math is shown to be an effective tool in Title 1 schools | A quasi-experimental study of 47 schools concluded Accelerated Math allowed students to significantly outperform students not using the program, by the rate of 7.9 NCE. | Ysseldyke, J., Betts, J., Thill, T., & Hannigan, E. (2004). Use of an instructional management system to improve mathematics skills for students in Title I programs. <i>Preventing School Failure</i> , 48(4), 10-14. | | |
| A, B, C | Improve Student Achievement in Science | Students will have increased sense of the scientific method of inquiry and the historical and contemporary impact of science on daily life. | Hertling, Elizabeth. <i>ERIC Digest</i> . 147 April 2001. University of Oregon Eugene. 4-5. | | |
| B, C | Improve Student Achievement in social studies | Align curriculum to TX State Standards in Social studies and history classes aligned with improved assessments | Docktorman, D., (1988). Tools for teachers: An historical analysis of classroom Social Studies. Unpublished doctoral dissertation, Harvard University. | | |
| B, C | Improve Student Achievement in Writing | Emphasize writing in the content areas at all grade levels which will increase the number of students to meet TX state standards. | Taylor, B. M., Pearson, P. D., Clark, K., & Walpole, S. (2000). Effective schools and accomplished teachers: Teaching all children to write. <i>Elementary School Journal</i> . | | |
| Add additional pages as needed. | | | | | |

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction

| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---------------|---|--|--|---------------------|-------------------|
| C,B | Develop a professional learning community | Deprivatization of practice, using data to plan instruction, sharing best practices | Professional Learning Communities (Dr. Shirley M. Hord, 1997) | | |
| A,B,C | Instruct teachers how to use data to improve instruction. | Student gains in use of Accelerated Reader are highly correlated with the degree of implementation. More training in the best practice uses of data results in greater gains in student reading achievement, especially at the higher grades. | Topping, K. J., Samuels, J., & Paul, T. (2007). <i>Computerized Assessment of Independent Reading: Effects of Implementation Quality on Achievement Gain, School Effectiveness and School Improvement</i> , 18(2), 191-208.) | | |
| A,B | Data sharing and analysis | Transparency between schools with mutual accountability | Jennifer McMurren, <i>Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era</i> (Washington, D.C.: Center on Education Policy, 2007): 1, 7. | | |
| ABC | The value of Technology Enhanced Formative Evaluation, such as STAR Reading and STAR Math | The use of technology enhanced assessments in 360 randomly selected schools showed significant improvements in year end testing over schools that did not use them in math. Results also supported significant gains in minority student improvements that were not seen in control group schools. | Burns, M. K., Ysseldyke, J., & Klingbeil, D. (in press). The effects of technology enhanced formative evaluation on student performance on state accountability math tests. <i>Psychology in the Schools</i> . | | |

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---------------|--|---|--|---------------------|-------------------|
| 2-C, 3-B | Maintain an active role in communications | This will allow the leadership to have: Vision, Breakthrough thinking, Effective team leadership, and Inspiration | "Moving Leadership Standards into Everyday Work: Descriptions of Practice." WestEd, San Francisco, California, 2003. | | |
| B | Consistently support teachers and staff | Influence Opportunity Finder vs Problem Solver Teacher and staff Insight Personal dedication | Chari, V. (2006) <i>Model of CSFs for effective IS leadership</i> . Unpublished Information Systems Honors Research Project. Grahamstown: Rhodes University | | |
| B | Be accessible and visible in our building | Being a role model for teachers and staff and help with student behavior and attitudes and pride in the school. | McLean, E.R. and SMITS, S.J. (2003) <i>A role model of IS leadership</i> . Publication for the 9th Americas Conference [online] | | |
| C | Foster linkage of instruction to school improvement strategies | Set high expectations for the performance of all students and adults. | Hessel, Karen; Holloway, John. "A Framework for School Leaders: Linking the ISLLC Standards to Practice" Educational Testing Service, Princeton, New Jersey, 2002. | | |
| C | Always require data and the use of facts to support actions at all levels of decision making | The increasing awareness of data mining technology, along with the attendant increase in the capturing, warehousing, and utilization of historical data will support evidence-based decision making for the school. | Processor Tech and Trends (2006) <i>How Analysis and Change Could Boost Your Effectiveness</i> , Processor Tech and Trends. Vol 28, No 6, pp 29-31, [online] | | |
| A, C, B | Regular teacher performance evaluations to assure and verify continuous improvement | Evaluation of the gap between where our school is now and where we would like to be which will give us a road map to success. | "Standards for Staff Development (Revised)." National Staff Development Council, Oxford, Ohio, 2001. | | |

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| A | Build leadership capacity | Shared mission, values and goals | McRel Research | | |
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| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 4: Improve Learning Time | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| 4-B | Opportunity to learn and time on task | All students taught grade level standards with effective coaching and daily spiral review | Task Force on Early Childhood/Elementary Studies: Ilene Berson, Linda Bennett, and Dorothy Dobson. (C) Copyright 2009 | | |
| ABC | The importance of high quality and quantity of practice time to student achievement gains | Data from students reading of 3 million books in Accelerated Reader strongly supports the conclusion that students must have sufficient practice time and appropriate difficulty of challenge to achieve high gains in achievement. | Topping, K. J., Samuels, J., & Paul, T. (2007). Does practice make perfect? Independent reading quantity, quality and student achievement. Learning and Instruction, 17, 253-264.) | | |
| 4-B, C | Time development | Implementation of purposeful and powerful integrative thoughtful planning. | Goal-setting and behavioral feedback (Ludwig & Geller, 1997) | | |
| 4-B | Increased Learning Time and Targeted Instruction for At-Risk ELL Learners | Critical need for tried and tested programs for at-risk students that will improve overall achievement, increase proficiency on standardized exams and in the end ensure graduation for all. | Participation in decision-making situations (e.g., Samuelson, Messick, Rutte, & Henk, 1988) | | |
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| Section D: Improvement Activities and Timeline (cont.) | | | | | |
| Critical Success Factor 5: Increase Parent/Community Involvement | | | | | |
| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
| A,B | Cultural awareness | Recognition of parents as people are important components partnership approach and open two-way communication | Williams and Chavkin (1989) of the Southwest Educational Development Laboratory (SEDL | | |
| A,B,C | Commitment to reduce the gap between home and school cultures | Community support and valuing cultural diversity are manifestations of this commitment. | Fruchter, Galletta and White (1992) examined 18 parental involvement programs for common characteristics. | | |
| A,B,C | Parents as partners with the school | Parents helping children with homework, supporting school activities by volunteering in classrooms, providing language-rich environments and working in partnership with teachers to enhance the learning experiences of children. | Flaxman, E., & Inger, M. (1992). Parents and schooling in the 1990s. <i>Principal</i> , 72(7), 16-18. | | |
| Add additional pages as needed. | | | | | |

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 6: Improve School Climate

| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---------------|--|--|--|---------------------|-------------------|
| B | Strengthen the integration of character education curriculum, K-6, by continuing to emphasize core values of empathy, ethics and service | Positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. | Eyman, W. & Cohen, J. (2009). <i>Breaking the Bully-Victim-Passive Bystander Tool Kit: Creating a climate for learning</i> (First Edition). New York: Center for Social and Emotional Education. | | |
| A,B | Effective classroom management and student engagement | To have a safe and orderly environment | Freiberg, J. H. (Ed.) (1999). <i>School climate: Measuring, improving and sustaining healthy learning environments</i> . London: Falmer. ISBN: 0750706414. | | |
| A,B | Provide a climate of high expectations | School behaviors that communicate high expectations | Haynes, N. M., Emmons, C., & Ben-Avie, M. (1997). School climate as a factor in student adjustment and achievement. <i>Journal of Psychology and Educational Consultation</i> , 8(3), 321-329. | | |
| A,B | Clear and Focused mission | All staff accepting responsibility for all students learning | Howard, E., Howell, B., & Brainerd, E. (1987). <i>Handbook for conducting school climate improvement projects</i> . | | |
| A,B | Create a safe and orderly environment with a climate of high expectations | Reduction in discipline and increase in student engagement | Correlate 1 of Effective Schools | | |

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Part 3: Intervention Model

Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 7: Increase Teacher Quality

| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|---------------|--|--|---|---------------------|-------------------|
| A,B,C | Training and coaching in effective instruction | Increased teacher efficacy and student achievement | Effective Schools Research, McRel Study | | |
| B | | | Ysseldyke, J., & Bolt, D. (2007). Effect of technology-enhanced continuous progress monitoring on math achievement. <i>School Psychology Review</i> , 36(3), 453-467. | | |
| A,B,C | Sharing Resources | Teachers share strategies, resources, and new learning between schools | Sparks, D. & Hirsh, S. <i>Learning to Lead, Leading to Learn</i> . National Staff Development Council. 2000. Oxford, OH. | | |
| A,B | Focus teacher development on high yield instructional strategies | Increase the skill and knowledge of the classroom teachers using LYS, Renaissance Learning, and the Balanced Literacy Collaborative instructional models | Elmore, Richard. Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education. The Shanker Institute. 2002. 6-8, 19, 29-30. | | |

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Part 3: Intervention Model

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

| CSF Milestone | Additional Improvement Activity | Rationale | Supporting Research | Timeline Begin Date | Timeline End Date |
|------------------|------------------------------------|-----------|---------------------|---------------------------|-------------------------|
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| Part 4: Waiver Requests | | |
| Applicants must check the waivers in which the LEA/campus intends to implement. | | |
| <p> <input checked="" type="checkbox"/> Extending the period of availability of school improvement funds. <i>This waiver extends the "life" of the funds for two additional years; allowing the state to fund the grant period for three years to the LEA on behalf of the eligible campus, as long as the campus meets the requirements of implementation of the grant program.</i> </p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p> Note: Since TEA has requested and received a waiver of the period of availability of these school improvement grant funds, this waiver automatically applies to all LEAs in the State and <i>must be checked.</i> </p> </div> <p> <input type="checkbox"/> "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model. <i>Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.</i> </p> <p> <input type="checkbox"/> Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold. <i>This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.</i> </p> | | |

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| Schedule #4C—Performance Assessment and Evaluation | | |
| Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana) | | |
| Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement | | |
| <ul style="list-style-type: none"> • Provide staff resources necessary for planning for such activities such as review of existing data, review of staff requirements, inputting student data, establishing master schedules; • Address the need for procedures, personnel, resources, etc., all addressing the alignment and research-based practices of planning, instruction, skills practice, and assessment; • Enforce professional development requirements, provide staff development time and time for teachers collaboration; • Exercise flexibility in prioritizing among academic standards to focus time on standards of immediate importance to student remediation and growth; • Provide necessary flexibility in scheduling and budgeting to implement necessary changes; • Provide funding and support for after-school and summer programs to provide external learning time for intervention in reading and math; • Support programs to increase parent and community involvement; • Provide program supervision, mentoring, professional development, and technology support; • Provide weekly reports on progress designed to outline actions to be taken in order to continue progress toward meeting best practice standards; reports will be both written and web-based; • Provide feedback and accountability regarding personnel progress toward the integrating and sustaining improvement through a process of those teachers who are achieving and demonstrating capacity to maintain and independently continue improvement; | | |

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| Schedule #4C—Performance Assessment and Evaluation | | |
| Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana) | | |
| Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program | | |
| <p>The evaluation team will gather and monitor data monthly to quickly identify the need for any project adjustments, and will prepare quarterly formative evaluations for review by the district staff and other stakeholders. The evaluator will perform quarterly site visits to participating offices and service sites where he/she will check for appropriate process documentation, appropriate data collection techniques, proper fiscal handling and reporting techniques, and fidelity. The evaluation will provide information to the Project Director and project staff that will be useful in gauging the project's progress and in identifying areas for improvement. He/she will develop and forward a list of recommendations for improvement after every site visit that will be immediately addressed by staff to ensure compliance with the grant contract and for continuous improvement.</p> <p>Data analysis will be performed in three ways. First, the Project Director, compiling monthly reports and providing it to the evaluator, will review documentation via phone and email with the evaluation staff. Monthly reports will also form the basis for monthly meetings in which all reports and data collected by the Director and from affiliate sources will be available for review. Monthly reports will also be provided to the district administrative offices. Second, the evaluator will make quarterly site visits to the school to meet with project staff in order to monitor project implementation and conduct interviews and focus groups. The evaluator will meet with staff to conduct an analysis of current activities and determine any needed programming changes. The evaluator's quarterly report will then follow, including further recommendations for the next quarter, which will be reviewed in the next monthly meeting. Third, at the end of each project year the evaluator will again visit the school, conducting annual focus groups and interviews along with the Project Director. The evaluator will meet with the staff to report the year's assessment and review all up-to-date data. The annual summative report will then be provided by the evaluator, including all conclusions and recommendations. The staff and administration will conduct a final review meeting to discuss and integrate those evaluator recommendations determined to be appropriate and feasible to enhance programming.</p> <p>The independent evaluator will use monthly project data to develop quarterly assessment reports for the Project Director and staff. Quarterly reports will reflect implementation efforts relevant to each goal and also indicate any quantitative data accumulated during that period. The reports will also reference previous quarters, comparing data to indicate trends. At the end of each year the evaluator will provide an annual summative evaluation report to the superintendent, staff, stakeholders, and TEA. The annual report will include the most current performance information, areas of success and weakness, and recommendations for meeting goals and maintaining timelines. A final summary report will also be written by the evaluator upon conclusion of the project in Year 3 addressing the success of implementation, meeting project goals and objectives, overall project impact with regard to expected outcomes.</p> | | |

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| Texas Title I Priority Schools Grant | | |
| Schedule #4C—Performance Assessment and Evaluation | | |
| Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana) | | |
| Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results | | |
| <p>The project evaluation will include a process component (formative) and an outcome (summative) evaluation. The process evaluation will analyze each component of the project and will include ongoing quantitative and qualitative measures for each of the project goals and objectives, identifying benchmarks for all expected outcomes at annual and total term (summative) intervals. The process evaluation will assess implementation successes and fidelity to the timeline, and, with regular review, will allow for swift changes to be made as needed.</p> <p>The monthly and quarterly evaluation reports will be used to ensure that each component of implementation is succeeding and that all steps meet the expectations of the project timeline. Monthly meetings of the staff will ensure that any weaknesses or barriers to programming will be identified and overcome as quickly as possible. The Project Director will take the lead in reporting and monitoring monthly data with guidance from the evaluator. Monthly reports will also ensure that the timeline is closely followed. Any changes in planning will be thoroughly documented and reported to stakeholders and the staff for oversight. Annual summative and process reports by the evaluator will be used by the staff to analyze project successes and shortcomings and will inform policy determinations for the coming year. The evaluator's annual, interim, and final reports will also provide a clear accounting of all activities and will report oversight summations of the period's activities and recommendations for future planning. The reports will provide the basis for review and technical assistance by TEA. Ultimately, the tools and reports developed in will result in a project model that is efficient, easily managed and monitored, and highly replicable. The staff will compile its data and all evaluation reports into a final project review for stakeholders. The review will also provide the basis for disseminating information on to other districts across the country to use in modeling their own programs. The review will include an analysis of each project component as well as the evaluator's identification of weaknesses and recommendations for refinements. Understanding both strengths and weaknesses will be essential support future endeavors.</p> | | |

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| Texas Title I Priority Schools Grant | | |
| Schedule # 4C—Performance Assessment and Evaluation | | |
| Part 2: Process for Development of Performance Goals | | |
| Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
| <p>The goal-writing phase of performance planning is a collaborative process. In the collaborative process, each participant (District Education Improvement Committee, Campus Education Improvement Committee, Campus Instructional Team, Teaching and Learning Department, Community representatives, parents (PTA) and students), came to the Performance Planning Meeting prepared with two to five goals written in draft form. Each goal was discussed and a minimum of three and a maximum of six are agreed upon to be included in the Development performance plan. A goal included an action plan, which details specific steps necessary to the accomplishment of the goal. All goals will be evaluated using the SMART criteria. The finalized goals will relate to the school's and district mission and goals, the student success factors, and the professional development for the teachers and staff. In some instances, it may be appropriate for a goal to be carried over or repeated in a subsequent Performance Development Quarter Cycle.</p> <p>When goals are to be repeated, or if performance of a certain task is to be continued, supervisors of each committee are still required to discuss the goal with the Performance Planning Committee and conduct checkpoint reviews during the quarter cycle.</p> <p>The quarterly checkpoint review meetings occur throughout the program cycle of the SIG Program and after for sustainability. This is the ideal time for committee supervisors and performance planning committees to review the original Performance Plan and engage in productive, performance-based communication.</p> <ul style="list-style-type: none"> • The committee supervisors bring current copies of the Performance Planning and Review Forms to the meetings. • The performance planning committee members and committee supervisors discuss the teacher's and staff progress toward the goals and the development of the pertinent Critical Success Factors. • Changes in the school or district priorities and goals are discussed and necessary changes are made to the Performance Plan. All modifications to the original Performance Plan are to be documented on the Performance Planning & Review Form. • During the Checkpoint Review, goals may be modified, eliminated, and/or replaced by additional goals. • Partners Renaissance Learning and Lead Your School are expected to provide coaching, professional development, additional resources, and/or more direct supervision to assist the teachers, staff and students if goals are not being met. • If necessary, additional Checkpoint Review(s) will be scheduled. | | |

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| Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana). | | |
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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---|---|------------------------------|----------------------|----------------------|----------------------|
| 1 | Improve Student Achievement In Reading/ELA | STAR Reading, STAR Early Literacy, District/ Campus Assessments, TAKS | 69% | 80% | 85% | 90% |
| 2 | Improve Student Achievement in Mathematics | STAR Math, Math Facts, District/ Campus Assessments, TAKS | 65% | 80% | 85% | 90% |
| 3 | Improve ELLs Student Achievement in Science | STAR Reading, STAR Early Literacy, District/ Campus Assessments, TELPAS, TAKS | 57% | 70% | 80% | 90% |
| 4 | Improve ELLs Student Achievement in Math | STAR Math, District/ Campus Assessments, TELPAS, TAKS | 46% | 70% | 80% | 90% |
| 5 | Improve ELLS Student Achievement in Reading | STAR Reading, STAR Early Literacy, District/ Campus Assessments, TAKS | 36% | 70% | 80% | 90% |

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|--|--|------------------------------|----------------------|----------------------|----------------------|
| 1 | Data system that enables analysis of student outcomes at multiple levels | STAR Reading, STAR Early Literacy, STAR Math, District/ Campus Assessments, TAKS | 50% | 70% | 80% | 100% |
| 2 | Campus-wide plan for collecting, interpreting, and using data | STAR Reading, STAR Early Literacy, STAR | 50% | 70% | 80% | 100% |

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| | | Math, District/ Campus Assessments, TAKS | | | | |
| 3 | Train teachers, principal and leadership team in how to interpret and use data to change instruction | STAR Reading, STAR Early Literacy, STAR Math, District/ Campus Assessments, TAKS | 80% | 85% | 90% | 100% |
| 4 | Use annual TAKS testing performance data to evaluate the overall effectiveness of instructional services provided | TAKS | 75% | 80% | 90% | 100% |
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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|--|--|------------------------------|----------------------|----------------------|----------------------|
| 1 | Collaborate with stakeholders in the school improvement process | CEIC meetings, parent meetings, PTA, staff meetings | 85% | 90% | 95% | 100% |
| 2 | Engages the entire staff in analyzing student achievement data | Data dig days | 80% | 90% | 95% | 100% |
| 3 | Uses regularly scheduled time with staff to monitor, communicate, and adjust for school improvement efforts. | Weekly leadership staff meetings, monthly faculty meetings | 80% | 85% | 90% | 100% |
| 4 | Engages staff and other stakeholders in a collaborative process to clarify any problem(s) with the improvement process | CEIC meetings, staff meetings and faculty meetings | 80% | 85% | 90% | 100% |
| 5 | Evaluates the assessment competencies of teachers and supports gaps with staff development | CEIC meetings, staff meetings and faculty meetings | 80% | 85% | 90% | 100% |

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 | Transitions between classes and creating more orderly supervised spaces | Schedules and time during the transitions | 70% | 80% | 90% | 100% |
| 2 | Use of breakfast and lunchtime for educational testing games to reinforce lessons | Number of students and teachers engaged in the activities | 70% | 80% | 90% | 100% |
| 3 | After school targeted interventions | Schedules and intervention sessions | 70% | 80% | 90% | 100% |
| 4 | Trade off days for teacher/staff development and teacher team meetings | Number of teachers involved in this process | 70% | 80% | 90% | 100% |

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| 5 | Extend the learning periods for reading, math and science and include other content area teachers | Schedule and involvement of other teachers | 70% | 80% | 90% | 100% |
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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

| # | Performance Measure | Assessment Instrument/ Tool | Most Recent Year Performance | Year 1 Progress Goal | Year 2 Progress Goal | Year 3 Progress Goal |
|---|---|--|------------------------------|----------------------|----------------------|----------------------|
| 1 | Increase parent involvement in decision-making | CEIC attendance, surveys | 70% | 80% | 90% | 100% |
| 2 | Parenting workshops | Sign in sheets, and evaluations | 70% | 80% | 90% | 100% |
| 3 | Promoting parent discussion groups; especially for ELLs' parents | Attendance sheets and advertisements of events | 70% | 80% | 90% | 100% |
| 4 | Hosting family nights (reading, math, science and computer night) | Attendance sheets and evaluations | 70% | 80% | 90% | 100% |
| 5 | Student organized skits (for and with parent involvement) | Attendance sheets and evaluations | 70% | 80% | 90% | 100% |

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 | Maintaining a physical environment that is welcoming and conducive to learning | School climate questionnaire, Safe School survey, parent communication survey | 70% | 80% | 90% | 100% |
| 2 | Promoting a social environment that promotes communication and interaction | School climate questionnaire, Safe School survey, parent communication survey | 70% | 80% | 90% | 100% |
| 3 | Developing an affective environment that promotes a sense of belonging and self-esteem | School climate questionnaire, Safe School survey, parent communication survey | 70% | 80% | 90% | 100% |

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|---|---|--|-----|-----|-----|------|
| 4 | Maintaining an academic environment that promotes learning and self-fulfillment | School climate questionnaire, Safe School survey Classroom observation forms, parent communication survey | 70% | 80% | 90% | 100% |
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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 | Establish a positive correlation between quality of teaching and learning | Scope and Sequence , Fundamental Five, IFVs | 70% | 80% | 90% | 100% |
| 2 | Make instructional decisions based upon student data | TAKS, STAR Math, STAR Early Literacy, Accelerated Math, Power Walks | 70% | 80% | 90% | 100% |
| 3 | Increase effectiveness of instruction via continuous professional growth | Evaluations, comprehensive needs assessment, faculty input | 70% | 80% | 90% | 100% |
| 4 | Increase teacher collaboration and collegiality | Mentors, coaches, teacher/staff meetings, staff surveys | 70% | 80% | 90% | 100% |
| 5 | Providing coaches and specialists who will serve as instructional leaders for teachers | Coaching logs, modeling in classrooms, coaching time during/after school | 70% | 80% | 90% | 100% |

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 | | | | | | |
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Texas Title I Priority Schools Grant

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

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

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

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

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

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

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| by telephone/e-mail/FAX on _____ by _____ of TEA. | | | | |
| Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary | | | | |
| Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A | | Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276 | | |
| Project Period: August 1, 2010 through June 30, 2013 | | | | |
| Class/Object Code and Description | Campus Grant Costs | LEA Admin Grant Costs | Pre-Award Cost | Total Grant Funds Budgeted |
| Payroll Costs | 5B 6100 | \$1,224,750 | \$195,000 | \$2,644,500 |
| Professional and Contracted Services | 5C 6200 | \$1,861,889 | | \$1,861,889 |
| Supplies and Materials | 5D 6300 | \$206,948 | \$20,000 | \$226,948 |
| Other Operating Costs | 5E 6400 | \$90,000 | \$10,000 | \$100,000 |
| Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only) | 5G 6600/15XX | | | |
| Total Direct Costs | | \$3,383,587 | \$225,000 | \$3,608,587 |
| % Indirect Costs | | | | |
| Grand Total | | | | |
| Total Budgeted Costs: | | \$3,383,587 | \$ 225,000 | \$3,608,587 |
| Administrative Cost Calculation | | | | |
| Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs | | | | \$3,608,587 |
| Multiply by 5 (% limit) | | | | X 180,429.35 |
| Enter Maximum Allowable for Administration, including Indirect Costs | | | | \$ \$67,445 |

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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 \$1,202,863 Year 2: SY 2011-2012 \$1,202,862 * Year 3: SY 2012-2013 \$1,202,862 * | | |
| * Any Budget Request entered for funds in Year 2 and/or Year 3 constitutes the LEA/campus requesting approval of the waiver for extending the period of availability of these grant funds, whether indicated on Schedule #4B—Program Description: Waiver Requests or not. | | |
| Provide any necessary explanation or clarification of budgeted costs | | |
| <p>Lead Your School, Renaissance Learning, and Balanced Literacy Collaborative delivers sustainable performance of chronically low-performing schools by combining intensive on-site coaching and mentoring, proven classroom data technology, and a laser focus on the critical elements of school change. The results are evidence-based programs that build schools up rather than turning them over or shutting them down. We believe educators can transform schools into high-performance learning communities if they have the tools, guidance, and support they need. For schools to change, behaviors must change – for adults as well as students. These experienced specialists will work throughout the transformation engagement building capacity to support and maintain academic performance, from the classroom to the boardroom. Programs provided by these external providers will be evaluated based on multi-level data, including measured changes in district, school, classroom, student and overall program, and input from external partners, district/school participants, and community leaders. The primary goal for the valuation system will be to foster an environment of continuous improvement. The data collected through evaluation will be used by the school, district, and provider to review and revise –on an ongoing basis—the approaches used to improve student learning. Ongoing assessment, as well as going communication will be documented and include the following: immediate evaluation of particular training sessions or on-site consulting visits, regular debriefings between school leaders, district representatives and provider staff; time in regular staff meetings to discuss the staff's impressions of the provider's services, and structured reviews of progress.</p> | | |

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| Texas Title I Priority Schools Grant Schedule #5B--Payroll Costs (6100) | | | | | | |
| Budgeted Costs | | | | | | |
| Employee Position Titles | | Justification | #Full-Time Effort | #Part-Time Effort | Pre-Award | Amount Budgeted |
| Instruction | | | | | | |
| 1 | Teacher | | | | \$ | \$ |
| 2 | Educational Aide | | | | | |
| 3 | Tutor | | | | | |
| Program Management and Administration | | | | | | |
| 4 | Project Director | Manage, coordinate, and oversee all the program activities | X | | | \$195,000 |
| 5 | Project Coordinator | Supports, coordinates, and meets the needs of the campus program | X | | | \$165,000 |
| 6 | Teacher Facilitator | | | | | |
| 7 | Teacher Supervisor | | | | | |
| 8 | Secretary/Administrative Assistant | | | | | |
| 9 | Data Entry Clerk | Responsible for the campus data collection and reports used for program evaluation | X | | | 51,000 |
| 10 | Grant Accountant/Bookkeeper | | | | | |
| 11 | Evaluator/Evaluation Specialist | | | | | |
| Auxiliary | | | | | | |
| 12 | Counselor | | | | | |
| 13 | Social Worker | | | | | |
| 14 | Child Care Provider | | | | | |
| 15 | Community Liaison/Parent Coordinator | | | | | |
| 16 | Bus Driver | | | | | |
| 17 | Cafeteria Staff | | | | | |
| 18 | Librarian | | | | | |
| 19 | School Nurse | | | | | |
| Other Employee Positions | | | | | | |
| 22 | Title: 3 - Instructional Coaches | | X | | | \$459,000 |
| 23 | Title: | | | | | |
| 24 | Title: | | | | | |
| 25 | Title: | | | | | |
| 26 | Subtotal Employee Costs | | | | \$ | \$ 870,000 |
| Substitute, Extra-Duty, Benefits | | | | | | |
| 27 | 6112 | Substitute Pay | | | \$ | \$50,000 |
| 28 | 6119 | Professional Staff Extra-Duty Pay | | | | \$150,000 |
| 29 | 6121 | Support Staff Extra-Duty Pay | | | | \$20,000 |
| 30 | 6140 | Employee Benefits | | | | \$134,750 |
| 31 | Subtotal Substitute, Extra-Duty, Benefits Costs | | | | \$ | \$ 354,750 |
| 32 | Grand Total Payroll Budget (line 26 + line 31) | | | | \$ | \$ 1,224,750 |

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Texas Title I Priority Schools Grant

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

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

Subtotal _____

6200 – Professional and Contracted Services Cost Requiring Specific Approval

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

| # | Topic/Purpose/Service | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
|-----|-----------------------|-------------------------|-----------|-----------------------|
| 1. | | \$ | \$ | \$ |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |

Subtotal _____

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

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

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

Lead Your School will deliver sustainable transformation by providing: Embedded, campus specific instructional training and support; Common formative assessment development, revision and use Summer Camp; Game On! Professional Learning Community Development and Support Program; STAR Campus Discipline and student management program; Power Walks Classroom Data System and implementation and support package; Individualized leadership capacity building, coaching, and support; Focused summer instructional institutes, Facilitated model school site visits; and Annual campus assessment, prescription development and planning conference.

The Lead Your School partnership will help to provide a school culture and climate conducive to learning, maximizing academic learning time, monitoring of student achievement, and promoting professional practices necessary for us to create a culture of learning.

| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
|---|-------------|-------------------------|-----------|-----------------------|
| Contractor's Payroll Costs | | | | |
| Title: _____ | | \$ 680,850 | \$ | \$ 680,850 |
| Subgrants, Subcontracts, Subcontracted Services | | | | |

| | | | | |
|--|---------------------------------|-----------------------|-------------------|-------------------|
| | Supplies and Materials | | | |
| | Other Operating Costs | | | |
| | Capital Outlay (Subgrants Only) | | | |
| | Indirect Cost (____%) | | | |
| | | Total Payment: | \$ 680,850 | \$ 680,850 |

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Texas Title I Priority Schools Grant

Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval (cont.)

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

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

Renaissance Learning will provide the following services for lasting reform: Administration/Leadership Planning; Reading On-site Custom seminars; On-site consulting with a fulltime on-site Program Manager; On-site custom seminar for Reading/Math; Training of Trainers on-site seminar for Reading/Math ; Math on-site seminars for Accelerated Math; Math on-site consulting; NEO 2 on-site customized seminar.

Renaissance Learning will link the necessary professional development training and use of their technology to manage the practice process and collection of data that permits direct measurement of practice time—so that this important aspect of academic learning time will never be underemphasized. The Renaissance STAR Constellation for screening and progress monitoring for regular assessments saves teacher time and makes all data readily available so the Renaissance coaches and specialists coach all teachers in applying these and other assessment tools to mirror state tests.

| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
|---|-------------|-------------------------|-----------|-----------------------|
| <div style="display: flex;"> <div style="width: 15px; height: 15px; background-color: #cccccc; margin-right: 5px;"></div> <div> Contractor's Payroll Costs Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (____%) </div> </div> | | \$ 230,289 | \$ | \$ 230,289 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total Payment: | | \$ 230,289 | \$ | \$ 230,289 |

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

Balanced Literacy Collaborative is a classroom-based comprehensive school reform project designed to increase literacy achievement for all students. Through long-term professional development, coupled with careful implementation standards with each school involved, the balanced literacy collaborative provides systematic support to classroom teachers as they redefine and continue their current research-based approaches. The goal of the collaborative is to support improved literacy instruction and student achievement through: A research-based instructional model that is language-based, student-centered, process oriented, and outcome based; school-based literacy leadership teams, administrators, and literacy coaches; long-term based professional development and on-site support; and an accountability model that monitors the progress of every student.

Reading must make up a large portion of the school day, especially in the elementary years but even through grade 12. Balanced Literacy collaborative will create a culture of reading that will create a culture of learning. It provides teachers with the tools necessary to accomplish the goal for all students to be successful.

| Contractor's Cost Breakdown of Service to be Provided | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
|---|-------------|-------------------------|-----------|-----------------------|
| <div style="display: flex;"> <div style="width: 15px; height: 15px; background-color: #cccccc; margin-right: 5px;"></div> <div> Contractor's Payroll Costs Title: _____ Subgrants, Subcontracts, Subcontracted Services Supplies and Materials Other Operating Costs Capital Outlay (Subgrants Only) Indirect Cost (____%) </div> </div> | | \$ 209,750 | \$ | \$ 209,750 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Total Payment: | | \$ 209,750 | \$ | \$ 209,750 |

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

Maberry Consulting and Evaluation Services LLC training will be tailored to each school's specific needs. Training includes using and analyzing data to impact instruction and make instructional decisions based on those data. One-on-

one training for principals will be employed to take the required steps towards becoming the true instructional leaders in their buildings. Training will include actual data and show how to lead teachers to examine their respective data in a more timely and systemic way so that student progress is assured. Evaluation of the progress of the SIG program will be done by a highly qualified independent evaluator with teacher and administrative credentials and will be objective in carrying out the evaluation. All reports will be in accordance with TEA requirements.

| Contractor's Cost Breakdown of Service to be Provided | | # Positions | Total Contracted Amount | Pre-Award | Total Amount Budgeted |
|---|---|-------------|-------------------------|-----------|-----------------------|
| | Contractor's Payroll Costs | | \$ 195,000 | \$ | \$ 195,000 |
| | Title: | | | | |
| | Subgrants, Subcontracts, Subcontracted Services | | | | |
| | Supplies and Materials | | | | |
| | Other Operating Costs | | | | |
| | Capital Outlay (Subgrants Only) | | | | |
| | Indirect Cost (%) | | | | |
| Total Payment: | | | \$ 195,000 | \$ | \$ 195,000 |
| Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000: | | | \$ | \$ | \$ |
| | | | | | |
| Subtotal of Professional and Contracted Services Costs Requiring Specific Approval: | | | | | |
| Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000: | | | | | |
| Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000: | | | | | |
| Remaining 6200- Professional and Contracted Services that do not require specific approval: | | | | | |
| Grand Total: | | | | | |

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| Schedule #5D - Itemized 6300 Supplies and Materials Costs Requiring Specific Approval | | | | | |
| Expense Item Description | | | | Pre-Award | Total Budgeted |
| 6399 | Technology Hardware- Not Capitalized | | | \$ | \$ 400,000 |
| | # | Type | Quantity | | |
| | 1 | NEO 2 mobile labs | 20 | | |
| | 2 | Computers | 150 | | |
| | 3 | Smartboards w/ projectors | 40 | | |
| | 4 | Wiring | | | |
| 5 | | | | | |
| 6399 | Technology Software- Not Capitalized | | | | \$ 56,948 |
| 6399 | Supplies and Materials Associated with Advisory Council or Committee | | | | |
| Total Supplies and Materials Requiring Specific Approval: | | | | | |
| Remaining 6300- Supplies and Materials that do not require specific approval: | | | | | |
| Grand Total | | | | \$ | \$456,948 |

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| Texas Title I Priority Schools Grant | | | | |
| Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval | | | | |
| Expense Item Description | | Pre-Award | Total Budgeted | |
| 6411 | Out of State Travel for Employees (includes registration fees) Specify purpose: _____ | \$ | \$ | |
| 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: _____ | | | |
| Total 64XX- Operating Costs Requiring specific approval: | | | | |
| Remaining 6400 – Other Operating Costs that do not require specific approval: In state travel for PD, superintendent, principals, board members, teachers and staff for travel to trainings. | | | \$130,000 | |
| Grand Total | | | \$130,000 | |

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| For TEA Use Only Adjustments and/or annotations made on this page have been confirmed with _____ by telephone/e-mail/FAX on _____ by _____ of TEA. | TEXAS EDUCATION AGENCY Standard Application System (SAS) School Years 2010-2013 | <u>165901</u> County-District No. _____ Amendment No. | | | |
| Texas Title I Priority Schools Grant | | | | | |
| Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization) | | | | | |
| | Description/Purpose | Unit Cost | Quantity | Pre-Award | Total Budgeted |
| 6699/15XX- Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | | | | | |
| 66XX/15XX- Technology Hardware - Capitalized | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 66XX/15XX- Technology Software- Capitalized | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |
| 66XX/15XX- Equipment and Furniture | | | | | |
| 19 | | | | | |
| 20 | | | | | |
| 21 | | | | | |
| 22 | | | | | |
| 23 | | | | | |
| 24 | | | | | |
| 25 | | | | | |
| 26 | | | | | |
| 27 | | | | | |
| 28 | | | | | |
| Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life. | | | | | |
| 29 | | | | | |
| Grand Total | | | | | |
| Total 6600/ 15XX- Capital Outlay Costs: | | | | | |
| | | | | | |

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| SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>165901</u> County-District No. |
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Statement of provisions and assurances for the program(s) in this application:

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

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

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

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

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

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>165901</u> County-District No. |
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- E. Signature Authority; Final Expression; Superseding Document:** Applicant certifies that the person signing this application has been properly delegated this authority. The Contract represents the final and complete expression of the terms of agreement between the parties. The Contract supersedes any previous understandings or negotiations between the parties. Any representations, oral statements, promises or warranties that differ from the Contract shall have no force or effect. The Contract may be modified, amended or extended only by formal written amendment properly executed by both TEA and Contractor.
- F. State of Texas Laws:** In the conduct of the contract project, Contractor shall be subject to Texas State Board of Education and Commissioner rules pertaining to this contract and the contract project and to the laws of the State of Texas governing this contract and the contract project. This contract constitutes the entire agreement between Agency and Contractor for the accomplishment of the contract project. This contract shall be interpreted according to the laws of the State of Texas except as may be otherwise provided for in this contract.
- G. Monitoring:** Desk reviews or on-site monitoring reviews may be conducted by Agency to determine compliance with the approved application and the applicable statute(s), law(s), regulations, and guidelines.
- H. Sanctions for Failure to Perform or for Noncompliance:** If Contractor, in Agency's sole determination, fails or refuses for any reason to comply with or perform any of its obligations under this contract, Agency may impose such sanctions as it may deem appropriate. This includes but is not limited to the withholding of payments to Contractor until Contractor complies; the cancellation, termination, or suspension of this contract in whole or in part; and the seeking of other remedies as may be provided by this contract or by law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Contractor's receipt of written notice thereof from Agency.
- I. Contract Cancellation, etc.:** If this contract is canceled, terminated, or suspended by Agency prior to its expiration date, the reasonable monetary value of services properly performed by Contractor pursuant to this contract prior to such cancellation, termination or suspension shall be determined by Agency and paid to Contractor as soon as reasonably possible.
- J. Indemnification:**
For local educational agencies (LEAs), regional education service centers (ESCs), and institutions of higher education (IHEs) and state agencies: Contractor, to the extent permitted by law, shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
For all other grantees, subgrantees, contractors, and subcontractors, including nonprofit organizations and for-profit businesses: Contractor shall hold Agency harmless from and shall indemnify Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising from, or in connection with, any acts of Contractor, its agents, employees, and subcontractors, done in the conduct of the contract project.
- K. Encumbrances/Obligations and Liquidations:** All encumbrances/obligations shall occur on or between the beginning and ending dates of the contract. All goods must be received and all services rendered between the beginning and ending dates of the contract. The contractor must liquidate (record as an expenditure) all obligations (encumbrances) incurred under the contract no later than 30 days after the ending date of the contract, to coincide with the submission of the final expenditure report, due 30 days after the ending date of the contract. In no manner shall encumbrances be considered or reflected as accounts payable or as expenditures, and an encumbrance cannot be considered an expenditure or accounts payable until the goods have been received and the services have been rendered. Obligations that are liquidated and recognized as expenditures must meet the allowable cost principles in OMB Circular A-87, A-21, or A-122 (as applicable) and program rules, regulations, and guidelines contained elsewhere. This applies to all grant programs, including state and federal, discretionary and formula.

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>165901</u> County-District No. |
| Texas Title I Priority Schools Grant | | |

- 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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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 165901 County-District No. |
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Contractor warrants that (i) it has the authority to grant the rights herein granted, (ii) it has not assigned or transferred any right, title, or interest to the Works or Intellectual Property Rights that would conflict with its obligations under the Contract, and Contractor will not enter into any such agreements, and (iii) the Works will be original and will not infringe any Intellectual property rights of any other person or entity. These warranties will survive the termination of the Contract. If any preexisting rights are embodied in the Works, Contractor grants to TEA the Irrevocable, perpetual, non-exclusive, worldwide, royalty-free right and license to (i) use, execute, reproduce, display, perform, distribute copies of, and prepare derivative works based upon such preexisting rights and any derivative works thereof and (ii) authorize others to do any or all of the foregoing. Contractor agrees to notify TEA on delivery of the Works if they include any such preexisting rights. On request, Contractor will provide TEA with documentation indicating a third party's written approval for Contractor to use any preexisting rights that may be embodied or reflected in the Works.

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

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

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

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

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

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

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 165901 County-District No. |
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- W. Agency Property (terms):** In the event of loss, damage or destruction of any property owned by or loaned by Agency while in the custody or control of Contractor, its employees, agents, consultants or subcontractors, Contractor shall indemnify Agency and pay to Agency the full value of or the full cost of repair or replacement of such property, whichever is the greater, within 30 days of Contractor's receipt of written notice of Agency's determination of the amount due. This applies whether the property is developed or purchased by Contractor pursuant to this contract or is provided by Agency to Contractor for use in the contract project. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset or counterclaim against any money otherwise due to Contractor by Agency.
- X. Travel Costs:** Amounts authorized for maximum recovery for travel and per diem costs against any state or federal funding source are restricted to those amounts which are approved in the State of Texas Appropriations Bill in effect for the particular funding period. Any amount over this limit must come from local funding sources. Applicant must recover funds at a lesser rate if local policy amounts are less than the maximum allowed by the state. Out-of-state travel may not exceed the federal government rate for the locale. Travel allowances are not allowable costs.
- Y. Funds for Religious Worship, Instruction:** No funds will be used to pay for religious worship, instruction, or proselytization, or for any equipment or supplies for such, or for any construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for religious worship, instruction, or proselytization (34 CFR 76.532 and P. L. 107-110, section 9505).
- Z. Disclosure of Gifts and Campaign Contributions:** The grantee shall file disclosures of gifts and campaign contributions as required by State Board of Education Operating Rule 4.3, which is incorporated as if set out in full. The grantee has a continuing obligation to make disclosures through the term of the contract. Failure to comply with State Board of Education Operating Rule 4.3 is grounds for canceling the grant.
- AA. Submission of Audit Reports to TEA:** Grantees which are public school districts and open enrollment charter schools agree to submit the required annual audit report, including the reporting package required under OMB Circular A-133, if an audit is required to be conducted in accordance with OMB Circular A-133, to the TEA Division of School Financial Audits in the time and manner requested by the Agency.
- Grantees which are nonprofit organizations (other than charter schools) and universities/colleges that expend \$500,000 or more total in federal awards in any fiscal year and are thus required to conduct a Single Audit or program-specific audit in accordance with the requirements in OMB Circular A-133, agree to submit a copy of such audit to TEA when the schedule of findings and questioned costs disclosed audit findings relating to any federal awards provided by TEA. A copy of such audit shall also be submitted to TEA if the summary schedule of prior audit findings reported the status of any audit findings relating to any federal awards provided by TEA.
- A nonprofit organization or university/college grantee shall provide written notification to TEA that an audit was conducted in accordance with OMB Circular A-133 when the schedule of findings and questioned costs disclosed no audit findings related to any federal awards provided by TEA or when the summary schedule of prior audit findings did not report on the status of any prior audit findings related to any federal awards provided by TEA. Nonprofit organizations (other than charter schools) and universities/colleges shall submit the audit report to the TEA Division of Discretionary Grants. Audit reports must be submitted to TEA within 30 days of receipt of the report from the auditor. Failure to submit a copy of the audit to TEA could result in a reduction of funds paid to the grantee, a refund to TEA, termination of the grant, and/or ineligibility to receive additional grant awards from TEA.
- BB. Federal Rules, Laws, and Regulations That Apply to all Federal Programs:** Contractor shall be subject to and shall abide by all federal laws, rules and regulations pertaining to the contract project, including but not limited to:
- 1. Americans With Disabilities Act**, P. L. 101-336, 42 U.S.C. sec. 12101, and the regulations effectuating its provisions contained in 28 CFR Parts 35 and 36, 29 CFR Part 1630, and 47 CFR Parts 0 and 64;
 - Title VI of the Civil Rights Act of 1964**, as amended (prohibition of discrimination by race, color, or national origin), and the regulations effectuating its provisions contained in 34 CFR Part 100;
 - Title IX of the Education Amendments of 1972**, as amended (prohibition of sex discrimination in educational institutions) and the regulations effectuating its provisions contained in 34 CFR Part 106, if Contractor is an educational institution;
 - Section 504 of the Rehabilitation Act of 1973**, as amended (nondiscrimination on the basis of handicapping condition), and the regulations effectuating its provisions contained in 34 CFR Part 104 and 105;

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

CC. Federal Regulations Applicable to All Federal Programs:

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

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

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

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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.

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| SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | <u>165901</u> County-District No. |
| Texas Title I Priority Schools Grant | | |

- 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.

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| SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | _____ 165901 _____ County-District No. |
| Texas Title I Priority Schools Grant | | |

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.

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| SCHEDULE #6B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federal grants regardless of the dollar amount | <u>165901</u> County-District No. |
| Texas Title I Priority Schools Grant | | |

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.

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| SCHEDULE #6C. Lobbying Certification | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000. | <div style="text-align: right;"> <u>165901</u> County-District No. </div> |
| Texas Title I Priority Schools Grant | | |

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.

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| SCHEDULE #6D - Disclosure of Lobbying Activities | TEXAS EDUCATION AGENCY | |
| | Standard Application System | |
| | School Years 2010-2013 | <u>165901</u> |
| | | County-District No. |
| Texas Title I Priority Schools Grant | | |

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.

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

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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| 16. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | Signature: | | | |
| | Name: | | | |
| | Title: | | | |
| | Telephone# | | Date: | |
| Federal Use Only: | | Standard Form LLL | | |

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| SCHEDULE #6E NCLB ACT PROVISIONS & ASSURANCES | Standard Application System School Years 2010-2013 | County-District No. |
| Texas Title I Priority Schools Grant | | |

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

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

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| SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 165901 County-District No. |
| Texas Title I Priority Schools Grant | | |

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

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| SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 165901 County-District No. |
| Texas Title I Priority Schools Grant | | |

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

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| SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES | TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 | 165901 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.

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that—

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

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

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

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

Revised 03/03

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

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Federal Statutory Requirements

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

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

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

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

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

Statutory Program Assurances

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

TEA Program Assurances

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

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

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

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

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

Terms defined:

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

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

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

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

GRANTEE – the subrecipient of TEA and applicant of funds.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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