

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	Nacogdoches ISD Organization Name	174-904 County-District#
		Thomas J. Rusk Elementary Campus Name	110 Campus Number
		75-6002119 9-Digit Vendor ID#	7 ESC Region
		NOGA ID# (Assigned by TEA)	Amendment #

Texas Title I Priority Schools Grant

Schedule #1 - General Information

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

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

Project Beginning Date: 08/01/2010

Project Ending Date: 06/30/2013

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

Tier I ☐ Tier II ☐ Tier III ☒

Part 1: Index to the Application

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

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

Certification and Incorporation

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

Authorized Official

Typed First Name	Initial	Last Name	Title
Rodney	D	Hutto	Superintendent
Phone	Fax	Email	Signature/Date Signed (blue ink preferred)
936-569-5000	936-569-	rhutto@nacogdoches.k12.tx.us	

Only the legally responsible party may sign this application.

6 complete copies of the application, at least 3 with original signature(s), must be received by 5:00 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

701-10-112-003

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by telephone/e-mail/FAX on _____ by _____ of TEA.		School Years 2010-2013	Amendment No. _____
Texas Title I Priority Schools Grant Schedule #1—General Information			
Part 2: List of Required Fiscal-Related Attachments and Assurances			
For competitive applications, the application will not be reviewed and scored if any of the required attachments do not accompany the application when it is submitted. Applicants will not be permitted to submit required attachments, or any revisions to those required attachments, after the closing date of the grant. Attach all required attachments to the back of the application as an appendix.			
Proof of Nonprofit Status			
1 <input type="checkbox"/>	Required for all open-enrollment charter schools sponsored by a nonprofit organization: Check box to indicate that proof of nonprofit status is attached. (See Part 1: General and Fiscal Guidelines and Part 3: Schedule Instructions for acceptable proof.)		
Assurance of Financial Stability			
2 X	Required for all independent school districts, open-enrollment charter schools, and education service centers: Check box to indicate assurance that audit requirements have been met. All public school districts, open-enrollment charter schools, and education service centers must be in compliance with submitting the required annual audit for the immediate prior fiscal year to TEA in the time and manner requested by TEA, and the audit must be determined by the TEA Division of Financial Audits to be in compliance with the applicable audit standards. TEA reserves the right to ensure that all applicants are deemed by TEA to be financially stable at the initial time of preliminary selection for funding to receive a grant award. The TEA Division of Financial Audits will determine financial stability based on the required annual audit for the immediate prior fiscal year.		
Assurance of Submittal of Reviewer Information Form			
3 X	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 Nacogdoches Independent School District					
Mailing Address Line - 1		Mailing Address Line - 2		City	State
P.O. Drawer 631521				Nacogdoches	TX
U.S. Congressional District Number		Primary DUNS Number	Central Contractor Registration (CCR) CAGE Code		NCES Identification Number
1		096028659	5EWT3		483209010976
Campus Name				County-District Campus Number	
Thomas J. Rusk Elementary				174-904-110	
Mailing Address Line - 1		Mailing Address Line - 2		City	State
P.O. Drawer 631521				Nacogdoches	TX
Applicant Contacts					
Primary Contact					
First Name		Initial	Last Name		Title
Karen		F	Halverson		Asst Supt Instruction
Telephone		Fax	Email		
936-569-5000		936-569-5745	khalverson@nacogdoches.k12.tx.us		
Mailing Address Line - 1		Mailing Address Line - 2		City	State
P.O. Drawer 631521				Nacogdoches	TX
Secondary Contact					
First Name		Initial	Last Name		Title
Valerie			Sheppard		Principal
Telephone		Fax	E-mail		
936-569-3100		936-569-5745	vsheppard@nacogdoches.k12.tx.us		
Mailing Address Line - 1		Mailing Address Line - 2		City	State
P.O. Drawer 631521				Nacogdoches	TX

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Texas Title I Priority Schools Grant

Schedule #3—Purpose of Amendment

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

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

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

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

Part 2: Revised Budget

Complete this part if there are any budgetary changes.

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

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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>		

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Texas Title I Priority Schools Grant

Schedule #4—Program Summary and Application Requirements

Part 1: Grant Program Information;

Summary of Program: Purpose and Goals

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA) as amended by ARRA, are grants, through the Texas Education Agency, to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring and other eligible campuses that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools.

Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and certain additional Title I eligible schools ("Tier III schools").

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Allowable Activities

Tier I and Tier II Grantees

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

Tier III Grantees

- Tier III grantees may select one of the four intervention models in the federal regulations or the state's Tier III Transformation Model.
- If selecting one of the four models in the federal regulations, grantees must expend grant funds for the required activities delineated for the selected intervention model as defined in the final federal regulations. Grantees may expend grant funds for the permissible activities delineated for the selected intervention model as defined in the final federal regulations.
- Grantees may expend grant funds for other school improvement activities deemed needed to address identified needs not addressed by the intervention model selected.

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

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

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

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

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

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

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

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

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Part 4: TEA Program Assurances			
#	TEA Assurance Description		
2	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant.		
3	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, the Texas School Improvement Conference, and sharing of best practices.		
4	For the LEAs selecting the TEA Designed Models the applicant provide assurances that it will participate in and make use of technical assistance and coaching support provided by TEA, SIRC, and/or its subcontractors.		
5	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.		
6	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.		
7	The applicant will provide access for onsite visits to the LEA and campus by TEA, SIRC and its contractors.		
8	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.		
9	The applicant, if selecting the Turnaround Model or Transformation Model (Tiers I and Tiers II only) agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.		
10	If the LEA/Tier III campus selects to implement the 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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10	2. Comprehensive instructional reform strategies. A. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and B. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. A. Establish schedules and strategies that provide increased learning time; and B. Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. A. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and B. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).		
11	An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as-- (A) Provide additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school; (B) Institute a system for measuring changes in instructional practices resulting from professional development; or (C) Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.		
12	An LEA may also implement comprehensive instructional reform strategies, such as-- (A) Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective; (B) Implement a school wide "response-to-intervention" model; (C) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content; (D) Use and integrate technology-based supports and interventions as part of the instructional program; and (E) In secondary schools-- (1) Increase rigor by offering opportunities for students to enroll in advanced coursework (such as advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework; (2) Improve student transition from middle to high school through summer transition programs or freshman academies; (3) Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (4) Establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.		

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

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Texas Title I Priority Schools Grant
Schedule #4A—Program Abstract

Part 1: Grant Eligibility

☐ Tier I Eligible Campus
 ☐ Tier II Eligible Campus
 X Tier III Eligible Campus

Identify which timeline the LEA/Campus the applicant will implement.

☐ Option 1: LEA/campus currently engaged in aggressive reform
 X 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).

Nacogdoches ISD in collaboration with SIRC, Stephen F. Austin State University, Solid Foundation community organization, Howard University in Washington, DC, will work to revitalize Thomas J. Rusk Elementary in order to create an exemplary science and math magnet campus and community center. As a working team we will establish goals and objectives that address the critical success factors including improved academic performance, increased teacher quality, improved school climate, improved leadership effectiveness, appropriate use of data, increased parent and community involvement, and extended learning time. The plan to transform this school into a magnet for science will be enhanced by an investment of \$1 million in Qualified School Construction Bonds money to create a science resource center/museum on the Rusk campus.

Background

Thomas J. Rusk Elementary is a stagnated elementary school. Student achievement scores have steadily declined across all ethnicities and content areas for the past three years. Initial meetings with the school community have yielded the idea of restarting this school, possibly as a public school charter or magnet, focused on math and science excellence. Students from all over the district would apply to come and a lottery would be instituted. This idea would fit well with funds the district has allocated from the Qualified School Construction Bond money to renovate an unused portion of the campus into a hands-on children's science resource center/museum. Because of the number of Rusk children who come from low socioeconomic backgrounds, we want to include relevant science learning as a way to help them attach to information (Payne). Students from all elementary schools in the district would be able to come and learn from the interactive exhibits. The school would be restructured to mirror this focus with campus-based science and math coordinators. The school would be open year round with special science and math camps offered over the summer.

About 60% of students are classified at risk with many of them having been retained early in their elementary education. At the beginning of the year when we used individual student data to review reading levels, about 45% of students were not reading on grade level, some were 3 or 4 years below grade level. The school has 87.4% of children eligible for free/reduced lunch and about a third (32.2%) of students are English language learners. Student demographics are 37% African American, 47% Hispanic and 16% White. The percent of students retained is above the state level at every grade, for instance, Rusk retained 8.0% of first graders while the state amount was 5.9%. Retention has a negative impact on students increasing an individual's chance of being a drop out by 50% (Retention study done by TEA.)

Transformation Model: Provide Operational Flexibility and Sustained Support

Nacogdoches ISD administration is willing to review policies and procedures in order to allow a year 'round or more flexible schedule to Thomas J. Rusk Elementary, including possible changes to teacher contracts. Extended learning time will be figured into teacher contracts for Thomas J. Rusk. In addition the district will allow the campus the flexibility to use one day per week as an early release day for students and a collaborative learning time for teachers. Both of these schedule changes can be justified with the Transformation model. The district plans on transforming the school into a math and science magnet school or by restarting Rusk Elementary as a public school charter. After the model is decided upon and is initiated, much of what is planned may be maintained through Title IA dollars budgeted on the campus; however additional grant funding opportunities will be sought to keep the program going.

Evaluate the effectiveness of the principal

Improve the Effectiveness of the Principal

A new principal who is a strong instructional leader committed to making every child in the school successful is an important part of the district's commitment. According to Alvarado (2000) a successful school must have a strong principal. This principal hired two curriculum specialists, one in reading and one in math, who act as instructional coaches in the building. We have instituted regular data meetings with teachers to work collaboratively with them in order to use data to change instruction.

The district on behalf of Thomas J. Rusk Elementary is excited to be involved in the leadership development initiative as part of the technical services of the School Improvement Resource Center (SIRC). In addition other leadership opportunities for the principal, curriculum specialist, lead teachers and other involved parties will be offered, such as attendance at national conferences and leadership workshops. Also, the leadership team will be integrally involved in the professional learning community set up to engage all staff in learning opportunities (DuFour).

Transformation Model: Identify and reward school leaders, teachers and other staff

Provide Incentives/Rewards for School Staff

The Thomas J. Rusk Transformation Team will put together a plan along with teachers and other staff to identify those specific aspects of student achievement that could be tied to rewards or incentives. Data that could be used might include: TPRI, DRA, TAKS, reading running records, district benchmark assessments, student attendance at school. The rewards or incentives would be connected to how students are actually performing in the classroom.

Transformation Model: Comprehensive Instructional Reform Strategies

Improve Teacher Quality

The 45 teachers on the Rusk campus have an average tenure of 12 years. There is very little staff turnover with only 2 new teachers being hired for the 2009-10 school year. The entrenchment of thinking in the school has kept the school good, but not great. New energy and focus are an important part of the needs assessment for this school. In order to function as a single-focus school, visioning activities with all staff are essential to get them on board with the needs evident on this campus. As a staff, priorities must be set. In addition we will put into place incentives/rewards for staff whose students are making significant progress during the year. In North Carolina, teacher incentives had a positive impact on student achievement (Schlecty, 2007).

Our teachers need to improve their skills to meet the needs of students. One approach we will use is that of gradual release in a learning continuum model to better scaffold student learning (Fisher, 2008). A weekly early release time will be used to collaborate with teachers and make them more adept at using data from assessment, a crucial ingredient in adjusting teaching (Hargreaves and Fullan, 1998). Instructional coaches will support and model for young teachers.

Data analysis has become a very real part of the decision-making process for Rusk Elementary. We are implementing reading running records to ascertain instructional levels of students and putting together a leveled book room and assessment wall for teachers. This ongoing data collection will help teachers find suitable books at just the right independent reading level for students (Hoyt, Allington). In addition the district has put into place walk through observations in the classrooms to assist teachers in improving their skills.

We plan to increase professional development through a Professional Learning Community model designed by the local university, continuous training in comprehensive literacy and mathematics, science content training, weekly early release for teachers to review data, regular collaboration to plan and work on vertical and horizontal alignment, and frequent monitoring and feedback to teachers. We also look forward to receiving the technical assistance through SIRC to further improve the plan. Our principal and the leadership team will also be supported with individualized leadership effectiveness training.

Each individual teacher will be assessed for teaching strengths/weaknesses and an appropriate development plan established for each. As part of the teacher appraisal system to be developed, specific teacher needs must be met in order for the teacher to receive an incentive or reward. In addition, improvements in the classroom must be reflected in improved student achievement scores.

If needed, the district is prepared to replace staff, as appropriate. We will need to recruit teachers specifically for their background in science or mathematics. The plan to transform the school will be to keep students in the classroom, not in pull out classes. Wang notes in her book on Making a Difference for Students at Risk that one way to improve student achievement is to reduce the "set-asides" or segregation of students, keeping them in the regular classroom as much as possible.

The district has supplied intensive, ongoing, job-embedded professional development in comprehensive reading strategies and mathematics. We use highly qualified consultants who work with teachers in the classroom modeling strategies with proven success. The use of modeling is highly effective in improving individual teacher practice (Routman, 2009). In addition the district initiated a formative classroom walk through observation plan to step up the level of monitoring. We are monitoring lesson plans also to assure teachers are incorporating this new learning into lessons.

Job-embedded professional development through a Professional Learning Community model is a key factor in improving teacher responsibility for student growth (DuFour, 2004). The teachers on this campus will be required to step up and take responsibility for their own learning and that of their students. In addition continuous training in comprehensive literacy and mathematics, weekly early release for teachers to review data, regular collaboration to plan and work on vertical and horizontal alignment, and frequent monitoring and feedback to teachers will all be considered. Popham (2008) writes about the use of formal and informal assessments to adjust teacher practice. We also look forward to receiving the technical assistance through SIRC to further improve the plan. Our principal and the leadership team will also be supported with individualized principal effectiveness training.

Transformation Model: Improve Academic Performance

Most importantly, when we analyze our students' achievement in academics, we know we must make dramatic changes to help them become better learners. We will review the curriculum, scope and sequence, lesson plans and district benchmarks to make sure they are aligned. We will also analyze the materials we use to present the curriculum and make revisions as necessary. As stated before, we will step up our classroom monitoring and have our teachers visit other classrooms. Our examination and study of effective programs will begin with the "What Works" Clearinghouse (National Center for Education Statistics)

which provides third-party information on many programs in reading and mathematics. Our current mathematics adoption is listed as a program having positive impact on the Clearinghouse site. First administration 2009-10 scores in mathematics seem to indicate growth, especially with our African American population.

In addition we still do not have internet access across the school, although the district is increasing its bandwidth by tenfold. Thomas J. Rusk was not designed to accommodate this load when it was built in 1936, either through its wiring or building design. The district plans to renovate the building with \$1 million of Qualified School Construction Bonds (QSCB) funds. Thomas J. Rusk was originally built as a high school. Adjacent to the school on the campus is an unused former gym. The second floor of the gym will be renovated as a science learning center. We will focus on the excellent exhibits at sites such as the Austin Children's Science resource center/museum to begin our plans on exhibits. We will also add electrical drops into the building and assure that the school has the capability of using internet-based learning supports. Learning spaces will be remodeled to reflect up-to-date thinking about the environmental conditions children need to best learn. This standing laboratory on a large scale will be managed by the science coordinator and utilized throughout the year by all of our elementary schools. We will contract with different science resource center/museums to arrange for traveling exhibits for the center in addition to having some permanent exhibits. The permanent exhibits will be selected for their alignment with TEKS.

Transformation Model: Increase the Use of Quality Data to Drive Instruction

We would also like to identify those schools with similar demographics which are achieving at high levels across the state and contact them, perhaps visiting their campuses. We believe schools that have gone through renewal efforts already could assist us in putting together our plans.

We will set out a system of formative assessment and ongoing monitoring to make sure we know exactly where students are achieving. This data will be reviewed on a weekly basis in grade level team meetings. In addition it will form the backbone of data analysis with vertical teams of teachers. Our Response to Intervention system will utilize current data from the formative assessment wall. We will put strong and effective intervention time into the school day and use our very best teachers to assist our students.

One day each week will be designated for ongoing job-embedded professional development in a block of time provided through early release for students. While students are involved in enrichment activities, their teachers will be analyzing data, receiving professional development, working collaboratively on planning and being involved in a professional learning community. These Wednesday meetings are planned to have a single focus and target a specific area each day. Some planned topics are:

- student achievement at each grade level, as assessed by prior year TAKS or TPRI

- student achievement as assessed by formative instruments, such as reading running records and math assessment

- reasons, type and frequency of discipline referrals from the classroom

- differentiation strategies across the curriculum

- choosing appropriately leveled texts to assist students in content area reading

- analyzing writing in the content areas (collaborative scoring)

- student attendance on a monthly basis

- teacher attendance on a monthly basis

- response to intervention documentation

- district benchmarks as available

- evaluating professional practices in the classroom

The use of frequent and varied forms of data to improve teaching is supported by many researchers including Fullan, DuFour, Popham, Marzano, Hargreaves, McTighe, Wiggins, Reeves, Routman, Goodlad, and Allington. Pollock's book Improving Student Learning One Teacher at a Time (2007) has various formats and procedures that the team will study to find those pieces of data most relevant to improving student achievement.

Transformation Model: Increase learning time and creating community oriented schools

Increase Learning Time

There is very compelling research that indicates the need for students, especially those living in poverty as are the majority of Rusk students, to be involved in academic pursuits over the summer (Alexander). Because these students do not often get the opportunity to attend learning camps, their academic growth languishes. We will extend the school year in one of three ways: add 2 weeks onto the end and the beginning of the school year; hold school in July for students; or go to a year round model which might be 2-1/2 months of school with a 2 week break. Any one of these models would increase learning time for our students by about 20 days of instruction. We are seeking to include a collaborative partner that is an historically black university. If this program with Howard University comes to fruition, the university will provide assistance training our teachers and keeping our students engaged during down times.

Since classroom management is an issue at this school, incentives will be offered to keep students in class and learning. Students will be involved in enrichment field trips and special classes during a planned early release time each week. Ruby Payne has researched the positive impact of students living in poverty being exposed to life experiences commonly known by middle class students. With our high percentage of students in poverty, all of them would benefit from building their background knowledge base and these experiences would help our students look forward to school. Parents and community members will be invited to assist/volunteer with learning activities.

Increase Parent/Community Involvement

Enrichment field trips and classes during the early release time each week will be offered for students, focusing especially on math and science related experiences. All of our students would benefit from building their background knowledge base and these experiences would let our students look forward to school. We hope to involve our parents during these enrichment trips and activities and also offer them adult learning classes in such areas as English acquisition and technology competency. If we can help our parents and community become interested in the school, we will be able to enlist them as volunteers to mentor, tutor or otherwise assist our students. We will hire a parent/community coordinator/social worker whose main job would be to connect to members of the community and bring them into the school. This person would also be a key contact for families needing assistance.

The school is located in the center of Nacogdoches and could become an extended part of the neighborhood. A children's science center that is available to all NISD students would help lead the effort to improve science scores at all campuses. We will need the full support of everyone in the community to make this school exemplary.

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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														Total
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Public School		118	112	112	120	126	115								703
Open-Enrollment Charter School															0
Total Students:		118	112	112	120	126	115								703
Total Instructional Staff														47	
Total Support Staff														12	

Section B: Data Sources Reviewed or to be Reviewed in the Comprehensive Needs Assessment Process

1	TAKS, AEIS, PBMAS, DRA, TPRI, TELPAS
2	District benchmarks in reading, math and science through DMAC
3	Teacher training and professional development, education, years' experience, absenteeism
4	Community volunteers, church groups, involvement of university personnel
5	Master schedule, calendar, time in interventions
6	Curriculum documents, scope and sequence
7	Students identified in response to intervention framework, students retained, students reading below grade level
8	Attendance, disciplinary referrals
9	Parent contacts, conferences, attendance at family math/reading/science nights, social worker visits/contacts
10	Survey of teacher preparation in mathematics and science

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Texas Title I Priority Schools Grant

Schedule #4B—Program Description

Part 1: Comprehensive Needs Assessment Cont.

Section C: Process Responses are limited to the space provided, front side only, with a font size no smaller than 9 point (Arial or Verdana).

Describe, in detail, the process the LEA and campus followed/will follow to identify the needs of the campus.

Background

Thomas J. Rusk Elementary School is a stagnated school which is showing signs of decline. There has been a gradual decrease in student achievement scores at a time when increases are demanded by the state and federal departments of education. Academically the school is getting much worse over time. Five-year TAKS results are shown:

Mathematics	All Students	African Amer.	Hispanic	White	Econ. Disadvan
Year					
2004-05	90	82	92	97	89
2005-06	91	93	87	97	89
2006-07	92	85	92	99	90
2007-08	83	72	80	99	78
2008-09	67	58	63	88	63

Reading	All Students	African Amer.	Hispanic	White	Econ. Disadvan
Year					
2004-05	61	48	58	77	55
2005-06	68	48	64	100	65
2006-07	84	84	74	97	80
2007-08	71	56	73	86	69
2008-09	72	53	78	83	68

Science	All Students	African Amer.	Hispanic	White	Econ. Disadvan
Year					
2004-05	51	37	50	68	45
2005-06	62	30	65	96	56
2006-07	76	78	65	89	70
2007-08	66	46	64	95	62
2008-09	78	55	89	88	73

As is evident in the data, there is a huge achievement gap among our ethnicities and for our students who come from economically disadvantaged homes. The general trend in all three content areas is declining or staying level at a time when passing standards for TAKS are rising. We are very concerned about this negative trend on the campus. There is heightened concern over the poor performance of African American students on TAKS. At this time there are 167 of the 703 on Tiers II and III of Response to Intervention.

About 60% of students are classified at risk with many of them having been retained early in their elementary education. At the beginning of the year when we used Individual student data to review reading levels, about 45% of students were not reading on grade level, some were 3 or 4 years below grade level. The school has 87.4% of children eligible for free/reduced lunch and about a third (32.2%) of students are English language learners. Student demographics are 37% African American, 47% Hispanic and 16% White. The percent of students retained is above the state level at every grade, for instance, Rusk retained 8.0% of first graders while the state amount was 5.9%. Retention has a negative impact on students increasing an individual's chance of being a drop out by 50% (Retention study done by TEA.) High teacher absenteeism (average is over 2 days per month per teacher) also has an impact on student achievement.

Data is now regularly used from many sources throughout the district: TAKS, TELPAS, TPRI, district benchmarks, discipline and attendance and discipline records, teacher attendance, volunteer hours, parent contacts, response to intervention documentation, attendance at family learning nights, curriculum documents, lesson plans, and master schedule. We aspire to meet the Exemplary level for effective implementation of data teams as written by The Leadership and Learning Center (Reeves) in 2010 that includes regular weekly meetings with written agenda and record of discussion, evidence of mid-course corrections based on data, differentiation for students, and the team functions not from fear but from focus on the goals to be achieved.

Process for Determining Needs

Upon award of the grant, the grant coordinator will organize the overview committee for the Thomas J. Rusk Transformation Team. This committee will be comprised of the superintendent, assistant superintendents for human resources, finance and instruction, a Board representative, community and business members, representatives from the identified organizations working in collaboration on this grant, parents, teachers, the principal, the curriculum specialist, and as appropriate, students. This group will meet regularly, at least monthly, and will start their data work with current and historical TAKS and TPRI data.

From this work the transformation team will establish goals and objectives for the school over the next 3-5 years with interim assessments. In coordination with the principal and the campus teacher teams the grant coordinator will gather and analyze data to share at the next meeting of the transformation team.

Starting in summer 2010, the leadership team and SIRC along with the principal and curriculum specialist from Thomas J. Rusk will begin designing data analysis sessions for the weekly teacher meetings. The sessions will be focused on a different element each week in order to consider all the many data sets available to inform about the school. We will collect a 3 year data set in order to show the longitudinal picture of the school. While some data may not be available for this period of time, our goal will be to have several years' data collected.

Some data will be considered by the staff as a whole while other data is more appropriate to either a grade level or a content team. Weekly meetings will be held for each grade level team to meet with the curriculum specialist and instructional coaches to review student data. Running records will be a frequent source of formative assessment that will be portrayed in a reading level chart with individual students identified. Progress will be charted and maintained. For mathematics, formative assessments will be incorporated into the daily lessons and documented in each student's profile using our current math adoption.

One day per week will be designated for job-embedded professional development in a block of time provided through early release for students. While students are involved in enrichment activities, their teachers will be analyzing data, receiving professional development, working collaboratively on planning and being involved in a professional learning community. These Wednesday meetings are planned to have a single focus and target a specific area each day. Some planned topics are:

student achievement at a each grade level, as assessed by prior year TAKS or TPRI

student achievement as assessed by formative instruments, such as reading running records and math assessment

reasons, type and frequency of discipline referrals from the classroom

differentiation strategies across the curriculum

choosing appropriately leveled texts to assist students in content area reading

analyzing writing in the content areas (collaborative scoring)

student attendance on a monthly basis

teacher attendance on a monthly basis

job embedded professional development as it is reflected in classroom practice

response to intervention documentation

district benchmarks as available

evaluating professional practices in the classroom

video feedback from classrooms

While this is not an exhaustive list, it captures the intent of what is planned for the coming years at Thomas J. Rusk. The blocks of time one day per week will allow staff to engage meaningfully in data and discussion. They will be able to take their observations and create plans for the coming weeks, adjusting instruction to address student weaknesses as shown in the data.

Monthly the Thomas J. Rusk Transformation Team will meet to review the achievement data gathered by teachers, discipline and attendance data put together by the principal, and community/parent involvement information prepared by the social worker. If additional data is needed, the grant coordinator will decide which department/person would be best to respond to the request.

The Thomas J. Rusk Transformation Team would, after reviewing data, review the performance goals to assure progress is being made toward those goals. If adjustments are needed, they would be revised at the monthly meetings. Feedback to school staff would be made in the form of documents or posters that would advise about the level of improvement among staff. This information will set the course for future action on the team and the leadership team for the school. Decisions regarding any changes in the plan for the campus can be adjusted based on the data. Reeves and Stiggins both write about the need to use current information in making decisions.

Some data will be considered by the staff as a whole while other data is more appropriate to either a grade level or a content team. Weekly meetings will be held for each grade level team to meet with the curriculum specialist and instructional coaches to review student data. Running records will be a frequent source of formative assessment that will be portrayed in a reading level chart with individual students identified. Progress will be charted and maintained. For mathematics, formative assessments will be incorporated into the daily lessons and documented in each student's profile using our current math adoption.

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the scope and sequence of the district curriculum. We will seek to include people on our committee with science backgrounds.

At regular meetings of the Thomas J. Rusk Transformation Team, current data will be shared. This information sets the course for future action on the team and the leadership team for the school. Decisions regarding any changes in the plan for the campus can be adjusted based on the data. Reeves and Wiggins both write about the need to use current information in making decisions.

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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	Teachers, social workers, psychologists		
2	Campus Leadership		
3	District-level content area specialists		
4	Community members such as business owners and ministers		
5	Parents		
6	Ancillary staff		
7	University personnel		
8	Students		
9	Persons with an interest/background in science		
10			

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

Part 2: Project Management

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

Capacity -- Describe the LEA's capacity to use grant funds to provide adequate resources and related services/support to the campus to implement, fully and effectively, the required activities of the school intervention model.

Nacogdoches ISD assures that it will continue to fund Thomas J. Rusk Elementary with the same general fund, state compensatory education, and any other funding dollars generated by student average daily attendance (ADA) as it currently does. A budget will be established for the TTIPS grant which will be used exclusively for the purpose of upgrading educational experiences at Thomas J. Rusk Elementary including adding instructional coach/leaders, a social worker who acts as family liaison and extended year extra duty pay for teachers.

In addition the funds will be used to support enrichment activities for students including interactive science experiences and targeted professional development for teachers. NISD also plans to provide computers to students on a one-on-one basis in order to take advantage of online learning software. We will utilize grant funding to support teacher work during the summer learning program for Thomas J. Rusk children.

Our district uses standard practices for accounting and was recently recognized as a gold performance district for full transparency of fiscal information. The district will provide business office support and advice to the principal and grant coordinator in order to assure that all expenditures meet the budget code requirements for the district and the State of Texas. Real time account balances can be accessed by personnel at any time. All purchasing objectives which must follow bid procedures will be done in accordance with district policy. Human resources personnel are collaborators on this grant and are willing to make personnel adjustments deemed necessary by the comprehensive needs assessment and evaluation of the principal. Care will be taken to recruit only those teachers who endorse the scope and vision of the school.

The grant funds as budgeted are deemed to be appropriate and necessary to support the work of the grant. Significant funds are dedicated to professional development, additional time for teacher work, necessary equipment and furniture, such as lab table modules and exhibit materials, and open schoolhouse opportunities for parents and community members. We will use these funds to solely support the work of the program plan for Thomas J. Rusk Elementary. Nacogdoches ISD will not use any of the grant funding for basic foundational education purposes. All funds will be supplemental to the regular budget for Thomas J. Rusk Elementary.

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Part 2: Project Management Cont.		
Section A: LEA (District) Capacity Responses are limited to one page each , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
Partnership/Involvement of Others – Describe how the LEA/campus consulted with relevant stakeholders (students, staff, parents, community) regarding this application and proposed implementation of a school intervention model.		
<p>Nacogdoches ISD was fortunate to include many stakeholder groups in consultation for the preparation of this grant application. First of all, we have the full support of the superintendent of schools and the offices of human resources, business operations, and instruction. Campus-based meetings were held in which representatives from various groups were present including teachers, parents, support staff, community members. We also consulted with Howard University to ascertain their willingness to become involved in the transformation of Thomas J. Rusk Elementary through a Professional Learning Community model.</p> <p>Meetings were held at both the district office and on campus to do an initial needs assessment primarily geared toward academic achievement through TAKS, TPRI, and TELPAS. The groups were led through a brainstorming session in which many ideas were generated around the critical success factors set forth in the application. As questions were asked about each intervention model, answers were given to the best knowledge of the applicant. There was a great deal of excitement about the possibilities such a grant proposes for Thomas J. Rusk Elementary. To add this grant to our renovation of space into a science resource center/museum would make the campus a cohesive whole.</p> <p>The collected notes of each meeting were formulated into a document that was then shared with those involved. This information was reviewed and used as the basis of the proposed application. The core group will be reconvened to do further planning should the grant be awarded. Additional group members will be recruited as necessary to fulfill the requirements of the planned program.</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>Upon notification of grant award, Nacogdoches ISD in conjunction with TASB will undergo a systemic review of Board policies to determine whether any policy language precludes the activities of the grant. Teacher and administrator contracts will also be reviewed/revised should there be need to accommodate the staffing flexibility indicated in the grant. In addition we will review employee handbooks, student handbooks, documentation on line, and information on our website to assure we do not have practices in place that would prevent the grant planned activities from being accomplished. Should we find any areas of potential barriers to the school plan, we would assure that the superintendent and Board members are aware and support the Thomas J. Rusk transformation plan.</p> <p>Instruction department content area specialists will be apprised of the specifications of the grant that may affect their work in the school. As needed, these specialists will assist Thomas J. Rusk in choosing materials, intervention processes, online software or other materials. In addition the specialists will help recruit those external providers who can specifically address needs on the Thomas J. Rusk campus. The specialists will continue to support any other instructional coaches/leaders hired for the Thomas J. Rusk campus</p> <p>Our student transportation department and the food service department will be alerted as to changed schedules that may require adjustments in their planning. In addition we will coordinate with the buildings and grounds department to make sure the school is open during the extended times planned for ongoing summer learning. We anticipate the remodeling of Thomas J. Rusk through QSCB funds to be completed during the summer of 2011. Since construction will be ongoing throughout the summer months, we will coordinate with another campus to offer the extended year options elsewhere to Thomas J. Rusk students.</p>		

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<p>Part 2: Project Management Cont.</p>		
<p>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).</p>		
<p>Resource Management – Describe how the LEA/campus will align other resources (federal, state, local, and community) with the school improvement intervention.</p>		
<p>Additional resources for the Thomas J. Rusk Elementary campus will be brought to the work on which this grant focuses. Primary among the resources will be \$1 million of construction bonds allocated through the Qualified School Construction Bonds (QSCB) program. These funds will be utilized to transform the second floor of an unused building on campus into a science resource center/interactive science resource center/museum. In addition all classrooms will be upgraded for internet and electrical connections for computer access. This work is planned for the summer of 2011 and will fit perfectly into the grant plans of making this campus into a world class learning site.</p> <p>Grounds improvements have been made recently with updated playground equipment and an outdoor learning area defined. Regular maintenance of the building and grounds is provided by the district. In addition all utilities are paid for with district dollars.</p> <p>Regular transportation, food service, psychometrist, psychologist, occupational therapy/physical therapy, dyslexia and other special education services will continue to be provided by the district.</p> <p>Districtwide inservice and professional development are available to Thomas J. Rusk staff. These sessions are paid for with Title IIA funds and center on comprehensive literacy development, mathematics, writing in the content areas, working with children from poverty, and differentiating instruction for all students. These topics support the identified needs on the Thomas J. Rusk campus.</p> <p>The campus also receives regular funds for bilingual education, special education, and gifted-talented education. These funding streams will continue.</p> <p>The community is beginning to be interested in upgrading Thomas J. Rusk Elementary. We now have a church heavily involved in supporting the school. We also have a major teacher preparation university, Howard University in Washington, DC, interested in working with us to improve the campus, especially in the area of science. These external contacts will be further developed. We may also seek an alliance with health and dental care providers to make Thomas J. Rusk a full service school for the community. We will seek out external providers to advise on the science resource center concept we have incorporated into the grant.</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.		
<p>The TTIPS grant manager for Nacogdoches ISD is the Assistant Superintendent for Instructional Services. This person has over 25 years' experience in preK-12 public education and has worked as a teacher, a curriculum specialist, principal and now as assistant superintendent. Under her leadership in another state, she oversaw the creation of several public school charters to accomplish comprehensive school change. She has been a federal program director for over 10 years and is an active member of the Association for Supervision and Curriculum Development and the National Staff Development Association.</p> <p>She is well versed in comprehensive school reform, having attended workshops and conferences in this area. In addition her dissertation at the University of Texas was in the area of systemic practices in schools. For part of her career she worked at the Southwest Educational Development Laboratory on a special project establishing science partnerships between schools and the local community. She has presented at over 100 conferences and written numerous articles and chapters for publication.</p> <p>In addition the assistant superintendent worked at Southwest Educational Development Laboratory in a project designed to establish science partnerships between schools and working scientists. This work resulted in many contacts in the area of science through the southwest who may be helpful in establishing the science resource center/museum.</p>		

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LEA Support – Describe how the LEA will structure and implement an individual or office with responsibility for supporting the campus' school improvement efforts.		
<p>Nacogdoches ISD will contract with an individual outside of the district to coordinate the activities of this grant. Given the already demanding workload of the individuals in the Instruction Department, the intense focus of this three-year project demands and deserves someone to coordinate who does not have multiple competing workloads.</p> <p>The individual chosen to work with the Thomas J. Rusk Transformation Team would, ideally, be someone who is familiar with the district and the school, someone who has a basic understanding of how the district functions. This person would be charged with managing all the organizational details of keeping up with the grant timeline. The coordinator must also be familiar with professional development organizations and individuals and be willing to interview them for possible contractual work with Thomas J. Rusk Elementary.</p> <p>The coordinator will set an action timeline for the combined school and community committee that will meet regularly to review data and discuss next steps for the school. Accordingly, the coordinator must be a person of initiative and maturity to manage the many aspects of the role.</p> <p>There will be a strong working relationship between the coordinator, the principal of the school, the School Improvement Resource Center (SIRC) and the Instruction Department of the district. Since so much of what happens will directly impact student achievement, it is essential the individual be well versed in educational practice.</p> <p>On a regular basis the coordinator will report back to the superintendent on the progress being made on campus. He/she will be responsible for submitting required reports to Texas Education Agency on the work of this grant.</p>		

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Program Continuation and Sustainability – Describe how the LEA will sustain the campus reforms after the funding period ends.		
<p>We expect three years of funding under the TTIPS program to solidify a focus for Thomas J. Rusk Elementary School and to provide a foundation for growth in the future. The provision of leadership training for our principal and leadership staff will create a group that can continue the work started under the grant. Because professional development is a key component throughout the three years, all staff will have the opportunity to put considerable effort into their own capabilities.</p> <p>That being said, the district office staff who have worked alongside Thomas J. Rusk staff, will always support and encourage continuous improvement. When we have improved the quality of primary instruction in the classroom, the school will be able to redirect the Title IA funds currently used to provide intervention to students into keeping the extended year as a part of this school. We anticipate Thomas J. Rusk becoming a flagship campus for other schools and district who will want to come see the vast improvements made. This prestige is an inducement to progressively keep improving. We will also use the three years to work with community organizations and funding agencies to find ways to support continuation of enrichment activities for students. It is possible that we may find a way that the science resource center/museum may partially support its work through entrance fees for students from outside the district or school tours.</p> <p>Nacogdoches ISD is well established financially with a strong fund balance, was recognized as a Gold Performance district for transparency of financial information, and held a recent successful capital improvements bond election which is allowing us to refurbish and bring up to code all of our schools including Thomas J. Rusk Elementary. We are looking to secure our district with high quality facilities for the future. While this is not a direct continuation of the grant activities, we feel attractive schools bring our parents and community in and help establish a positive school climate. We also believe we may increase our student membership because of parents who wish their child to attend a science and mathematics magnet/charter school.</p> <p>Capital outlay expenditures in this grant will bring this school up to an exemplary level with technology and interactive learning software. We are currently working on a districtwide technology replenishment plan which will take into consideration the relative fiscal ability of schools to meet their technology needs. In addition the district will be able to take advantage of economy of scale and to provide same/similar technologies in all of our schools rather than letting individual principals make isolated decisions.</p> <p>We will continue to support at the district level different teacher appraisal instruments developed at Thomas J. Rusk. The decision-making structure established during the grant will continue and, hopefully, enhance teacher engagement in the school. In addition the rewards or incentives created to retain teachers may be continued in some fashion within the construct of regular or Title IA funding.</p> <p>The NISD Board of Trustees is very supportive of innovation in our schools. We anticipate there may be</p>		

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External Providers -- Describe how the LEA will recruit, screen, and select external providers to ensure their quality.		
<p>Nacogdoches ISD is committed to and capable of supporting dramatic changes to the Thomas J. Rusk Elementary campus. We are distressed that student achievement over the past three years has been declining. During the current school year, the district has provided significant professional development to teachers who are just starting their teaching careers and to those who have been in the field and have not continued their own professional development. Each person who was contracted to work with Thomas J. Rusk staff was vetted through a process of determining what needs existed on the campus (based on performance and on preparation of teaching staff) and the background education and experiences of the consultant. We will continue to recruit and screen external providers in the same manner we have been using.</p> <p>First, we identify the need to be addressed on the campus. This need is supported by data and specifically identified to address a particular teacher, grade level or campus issue. Within the area to be served, extensive research is done to determine a group of potential external providers. Among these providers, background research is done to determine the efficacy of the person's work in other districts and campuses. If a particular content area need surfaces, we attempt to choose the most closely aligned person.</p> <p>For instance, should we need a person to work with teachers on how to derive reading running records, we would look at all our English/language arts consultants from reputable organizations. Based on what we know about their backgrounds, we call other schools who have used their services. We also look at professional development survey results. Finally we talk with the person him/herself to explain our situation. Those people we tend to want to work with are those who have specific ideas and suggestions on our issue. They are willing to listen to us and our teachers and provide timely, specific feedback to us.</p> <p>We contract for one visit at a time and closely monitor the work the consultant does. Even though someone may have a great reputation, there is a crucial dynamic between a consultant the group with whom they work. Our content area specialists at the district level sit in on consultant visits to campuses in order to verify the person is well qualified and working to capacity.</p> <p>We would assure that the person is not only competent but also fits our situation and works well with our teachers. Each new contract would be issued based on the prior work. We typically return our consultants to the teachers and classrooms in order to model in a live situation. After each consulting session, we use feedback surveys to monitor teacher reaction and debrief with the principal and curriculum specialist. Based on that information and the use of practices in the classroom, we make a decision as to whether to extend another contract to the consultant. Our principal and other leadership staff on campus would be visible during training and would follow up with teachers to assure the techniques and skills are part of classroom practice. Additionally, the litmus test for professional development will be whether the strategies incorporated into the classroom make a difference for student achievement.</p>		

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Site Visits – If the intervention program includes site visits to other campuses successfully implementing the intervention model, describe the process for selecting the locations and the expected outcomes of the site visit.		
<p>The Thomas J. Rusk Transformation Team coordinator will take the lead on identifying other campuses to visit. Suggestions will be gathered from both the oversight committee and from teachers. Research will be done on those campuses to find out what kinds of transformation they went through in an attempt to match the goals of the Thomas J. Rusk work with those of other schools. In addition we would want to align as closely as possible with the demographics of site visit schools, particularly paying attention to the poverty level. Extensive data analysis will be undertaken to decide whether the areas of concern for the site visit schools were the same or similar to those of the Thomas J. Rusk campus.</p> <p>Initial inquiries and research will streamline the possible list of schools to visit. Arrangements will be made to take members of the campus leadership team to the site with time for them to talk with others in their same position. The coordinator will accompany the leadership team on these visits and report back to the superintendent and the Thomas J. Rusk Transformation Team elements of the visit.</p> <p>In preparation for establishing the science resource center/museum, transformation teams will investigate children's science science resource center/museums in Houston, Dallas and Austin. In addition we may also look at science-related installations such as NASA, Galveston Bay, Port Aransas wildlife refuge, the Lady Bird Johnson Wildflower Center, the Kilgore oil science resource center/museum, and the Dallas aquarium. We will also talk with a perhaps visit other school districts that have science centers, such as Spring ISD. We may seek the help of Southwest Educational Development Laboratory, Science Teachers Association of Texas, National Science Teachers Association, and directors of science science resource center/museums for assistance in making this science resource center/museum truly outstanding. Since the facility will be used by many children every day, we will need to carefully plan the list of exhibits that would change according to the scope and sequence of the district curriculum. We will seek to include people on our committee with science backgrounds.</p>		

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<p align="center">Texas Title I Priority Schools Grant Schedule #4B—Program Description</p>		
<p>Part 2: Project Management Cont.</p>		
<p>Section A: LEA (District) Capacity Responses are limited to <i>one page each</i>, front side only, with a font size no smaller than 9 point (Arial or Verdana).</p>		
<p>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>		
<p>Not applicable to Nacogdoches ISD</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.		
<div style="margin-bottom: 10px;">Turnaround</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Closure</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> Restart</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> Transformation</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> Tier III Modified Transformation</div> <div style="margin-bottom: 10px;"><input checked="" type="checkbox"/> TEA Designed Model with Technical Assistance Provided by the School Improvement Resource Center</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Supplemental Education Services (SES) Incorporated into the Intervention model</div> <p><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></p> <div><input type="checkbox"/> The LEA/campus will implement its own intervention design, within the parameters required by the final federal regulations released by USDE</div>		
Schedule #4B—Program Description, Part 3, Intervention Model, continued on next page		

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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).

Nacogdoches ISD will follow the plan below to determine an appropriate model for Thomas J. Rusk Elementary School's rejuvenation:

Summer, 2010

Upon notification by letter of being awarded the TTIPS grant, NISD assistant superintendent for instruction (grant manager) will begin the process of notification of superintendent, Board of Trustees, leadership personnel and others affected by the grant. As early as possible, the Thomas J. Rusk Transformation Team will be formed to begin developing a timeline and framework for meeting, reviewing data and discussing possible intervention models. This team will consist of the principal, curriculum specialist, teachers, ancillary staff, community members, parents, superintendent and a representative from the Board of Trustees. Organizations that have worked with the school will also be invited to be present at the table. The technical assistance of SIRC will be requested to participate from the beginning with the leadership team. The volunteer coordinator for the district will be involved. Notification of the grant and application for membership on the team will be posted on the website. A press release will be prepared to notify local media.

Additional district departments, such as the business and human resources departments, will be notified. A review of Board policies, teacher contracts, and procedures from handbooks will be initiated to assure there are no constraints as far as restructuring school hours, working conditions, incentive plans or any structural/procedural practices. Coordination of available facilities will be led by the grant coordinator in conjunction with the buildings and grounds and maintenance departments. The coordinator will make sure campus specific data is warehoused at the district office to make it available throughout the summer.

The first meeting of the Thomas J. Rusk Transformation Team early in July, 2010 will be used to establish group meeting norms, explain the scope of the grant work, and identify those main goals that fall to the team. A schedule for regular meetings of no less than an hour in duration will be established for the next year. For the first meeting, data will be gathered to illustrate the current state of the school. Information will be shared that explains the main components of the grant that must be accomplished under the guidance of the team. Official agendas and minutes of every meeting will be maintained.

The transformation team will have a subcommittee comprised of interested persons to begin contacts with science centers and museums to enlist their help in planning the science resource center. Trips will be arranged to different centers with the idea of putting together a preliminary plan by the beginning of the school year 2010.

The principal, the curriculum specialist, and the grant coordinator will attend the National Staff Development Council conferences in July in Seattle, Washington. From this conference they will report back to the Thomas J. Rusk Transformation Team new research in the area of professional development. This information will be incorporated into the planning for the coming year as the leadership team puts together the professional development plan for all teachers. Attendance at the conference may also provide additional content area specialists we would like to consider for job-embedded professional development for teachers.

For the balance of the summer until October 1, 2010 when funding officially starts, the team will meet to analyze data components of student achievement, school climate, teacher quality, and parent/community involvement. The grant coordinator will work with the principal and curriculum specialist to formulate a schedule and teams of teachers returning to campus in the fall who will meet on a regular basis. These teams will meet weekly by grade level; bimonthly by vertical team to analyze data, both summative and formative.

Print documents and performance goals will be posted in and around the school. Notifications of meetings will be given to the local media and published on the district website.

Fall, 2010

With the assistance of SIRC, the district will complete a district snapshot and a campus profile. The Thomas J. Rusk Transformation Team will continue to meet to determine specific areas of need within the school that should be addressed with the intervention model. Principal evaluation will be implemented through the district office with an instrument developed for this purpose. This information will be reported back to the Leadership Team as it makes a determination about whether the principal needs to be replaced.

The Thomas J. Rusk Transformation Team will study the different intervention models in order to determine which one is most suited to the types of changes needed at Thomas J. Rusk campus. This work may include site visits to schools in Texas that have implemented different models. Since a public school charter is one of the possibilities for this school, research will be undertaken by the grant coordinator to determine the process for this step. Members of the school leadership team will also attend the National Staff Development Council conference in Atlanta, Georgia in December in order to be introduced to the most recent and best research on school transformation.

The most critical work during the fall for the Thomas J. Rusk Transformation Team will be the setting of performance goals for student achievement. In addition goals and objectives for all other areas of the grant will be developed and set down by the team. These would include the types of enrichment classes provided, opportunities for parent/community involvement, parent education opportunities, expectations for professional development to enhance teacher skills/knowledge, and the use of extended learning time to improve student achievement. Because the goals must be developed and established by February 2011, the team may need to meet twice a month during the fall to achieve a solid plan for implementation.

Full plans for the science resource center will be developed along with the district's architect in order to come up with the needed structural plans to accommodate the interactive exhibits.

Spring, 2011

The Thomas J. Rusk Transformation Team will determine early in January a final model with all steps to be taken reported back to Texas Education Agency. Should it be determined that the school should restart as a charter, investigations will take place as to whether an organization within the community or an external organization should direct the charter. Since most of the decision making will have been done between July and December, the team will be making the final adjustments to the Thomas J. Rusk plan. The grant coordinator will take responsibility for filing the report in a timely manner.

Teachers will be meeting in vertical teams to look at data such as the reading assessment wall, students who are in Tier I, II or III for response to intervention, district benchmark data, or attendance and discipline data. As issues are identified appropriate professional development will be provided to assist teachers. Depending on the survey of teacher preparation, additional coursework in science or math may be assigned to individual teachers.

The summer coursework will be used to "front load" students for the coming year. The time will be a transition from the prior grade to the next and will also act as a review of information from the previous year. Also the additional time will keep students involved and engaged over the summer. A heavy emphasis will be placed on reading appropriately leveled books. In addition mathematics will be reviewed and pretaught for the coming concepts and skills. Science activities will be tested for their student "worthiness" and refined for the coming year. The time will be used most advantageously to prepare students for the next year of study.

The district will let a Request for Proposal for the computer purchase to be made for Thomas J. Rusk students. A final bid will be accepted and computers/keyboards ordered for inclusion in classroom learning. Students will be assigned computers checked out to them and their parents with assurances for replacement costs should the unit become damaged or lost. If computers are received in varying lots and not at one time, we will develop a plan for equipping students by grade level.

During the spring teachers will be interviewed for their positions at Thomas J. Rusk Elementary. The interview team will consist of the principal, curriculum specialist and grant coordinator. Information to be considered during the interview will be student academic progress in each teacher's classroom, results of observation data from classroom walk throughs, the content area preparation of the teacher in mathematics and science, feedback from external professional development providers, and feedback from students and parents. While we do not anticipate using the Turnaround model for Thomas J. Rusk Elementary, we certainly may need to move some teachers off this campus to achieve the kind of focus needed to change the school culture. Other significant hiring will take place including a social

worker/parent liaison for the campus and specialists in science and math. The principal and grant coordinator would take charge of the hiring process.

The social worker will take responsibility for planning parent education opportunities that could begin right away on a weekly basis. Depending on parent feedback topics would be developed that would serve specific needs of this community. Certainly family science and math nights would be one activity offered. We may also want to offer English language and technology classes for our parents.

Specialists would be hired for the content areas of science and mathematics. These would be teachers well versed in the content areas and who have demonstrated competence in assisting other teachers to improve. These would be master teachers who have a passion for their work and have followed a path of continuous learning throughout their careers. In the case of the science specialist we will need to take particular care in hiring as he/she will be responsible for the exhibits in the science resource center and for setting up labs for visiting students. The person should be someone who has a strong composite science background and can lead the science resource center initiative.

Additional plans will be made for professional development for summer and the following year by the leadership team. This plan will be reported back to the Thomas J. Rusk Transformation Team by the grant coordinator. Areas to be included will be comprehensive literacy (reading and writing in the content areas), mathematics, science content training, differentiating for student instruction, classroom management, and working with children from poverty. A weekly plan will be developed which shows the specific types of professional development linked to identified needs in data. Teachers will have input into the types and quality of professional development in which they are involved.

As a part of the TEA Transformation model, all members of the leadership team will be registered for the leadership institute. This institute will take place during the summer, 2011. An ongoing task of the Thomas J. Rusk Transformation Team will be to analyze data regarding the success of the plan. Any adjustments which need to be made based on end of year data will be incorporated into the plan. The grant coordinator will report out to the NISD Board of Trustees the status of the grant and progress toward performance goals.

Should the school become a magnet/charter school, a process for determining student applications and acceptance will be developed. This work will be completed by early spring in order to offer the science/math magnet or charter for the coming school year.

Summer, 2011

Students will be involved in an extended school year learning experience, whether during the summer as a stand alone session or at the end or beginning of the school year. The summer learning experiences may need to be offered on another campus due to the construction planned for Thomas J. Rusk. This decision will be managed by the grant coordinator. These classes will be developed to provide a transition for students from their previous grade level to the next and keep them involved in learning over the summer.

The leadership team in conjunction with teacher input will develop the teacher appraisal instrument to be used during the coming year. Affected parties will have access to the work in progress and can weigh in on the development of the instrument. This work will be reported back to the Thomas J. Rusk Transformation Team by the grant coordinator. Adjustments based on input from the team will be negotiated back to the leadership team and teacher group.

Leadership Team analyzes data from year that were originally included in campus profile: TAKS, AEIS, PBMAS, TELPAS, TPRI, attendance for students and teachers, disciplinary referrals and other anecdotal data such as student, parent and community surveys.

The leadership team will attend the NSDC conferences and the leadership institute as required for the Texas Transformation model.

Fall, 2011

Data meetings each week by grade level will continue in the fall. Teachers will be adept at handling both the formative and summative data presented to them. More efficient response to intervention is anticipated based on having more teachers aware of what interventions might be offered. The weekly early release for students and team planning/collaboration and training will begin. Students will be engaged in learning in the science resource center or in a science/math learning trip. This extended time will allow vertical teams the opportunity to coordinate efforts across the school. Significant professional development will also be taking place during this time. There would be a need for professional learning communities to extend the learning of those teachers who are self starters and wish to study a particular topic of interest. Other professional development would be provided to continue to support teachers new to the profession.

Teachers would be monitored in the classroom with the district walk through observation form and with the observation/appraisal instrument designed on campus. Teachers would be invited and encouraged to visit one another's

classrooms and monitor those teachers they have probably never observed. There would be rubric for input to the teacher from anyone observing in the classroom.

The social worker/parent liaison would host parent education outreach and classes. Based on feedback from the community, the classes would attempt to address needs identified by the parent community.

Spring, 2012

Throughout the spring the Thomas J. Rusk Transformation Team would review and analyze data. In addition the leadership team in conjunction with teacher teams would continue to monitor the progress of their students. Thorough examination of interventions would be key in helping all students achieve.

A thorough review of teacher performance from the new appraisal instrument would be completed by the principal and grant coordinator. As results of student achievement are compiled through reading running records, TPRI, and TAKS, assignment of rewards/incentives based on student achievement will be applied. These rewards will be given in a celebration of student learning in conjunction with the Thomas J. Rusk Transformation Team.

Early in spring, 2012 a design and plans for the coming summer session for students will be made. Based on information from the prior summer session, adjustments will be made to assure we meet the needs of students. Information from teachers, students and parents will be considered as changes are made in the plan for the coming summer.

As a combined responsibility, the leadership team and the grant coordinator will prepare a professional development plan for the coming year. The plan will be developed based on identified needs of teachers, observations within the classrooms, student achievement, parent/community feedback surveys and with input from the Thomas J. Rusk Transformation Team. Professional development will continue on a weekly basis by vertical teams, but will also include appropriate conferences.

The leadership team will register for the leadership institute as part of the Texas model for Transformation.

Student enrichment classes will continue with feedback being provided with regard to student attitude and attachment to school. In addition, the social worker/parent liaison will offer parent education opportunities throughout the remainder of the school year.

Summer, 2012

The leadership team will attend the NSDC conferences and the leadership institute as required for the Texas Transformation model.

As a combined responsibility, the leadership team and the grant coordinator will prepare a professional development plan for the coming year. The plan will be finalized based on student performance on TAKS and end-of-year reading levels. Information gained through the leadership institute will be incorporated into the professional development plan by the Thomas J. Rusk Transformation Team.

As an ongoing task of the Thomas J. Rusk Transformation Team, data will be analyzed and the assessment of the success of the plan will continue. Any adjustments which need to be made based on end of year data will be incorporated into the plan. The grant coordinator will report out to the NISD Board of Trustees the status of the grant and progress toward performance goals.

Fall, 2012

Data meetings each week by grade level will continue. The weekly early release for students and team planning/collaboration and training will continue on Wednesdays. This extended time will allow vertical teams the opportunity to coordinate efforts across the school. Significant professional development will also be taking place during this time with continuation of support within the classroom. Additional professional development would be provided to continue to support teachers new to the profession.

Teachers would be monitored in the classroom with the district walk through observation form and with the observation/appraisal instrument designed on campus. Teachers would be invited and encouraged to visit one another's classrooms and monitor those teachers they have probably never observed. There would be rubric for input to the teacher from anyone observing in the classroom.

The social worker/parent liaison would continue parent education outreach and classes. Based on feedback from the community, the classes would attempt to address needs identified by the parent community.

While it is anticipated the Thomas J. Rusk Transformation Team will not need to meet as frequently, regularly scheduled meetings will take place to continue the monitoring and review process established by the team. These meetings may take place at the end of each six weeks in order to review summative data such as teacher absenteeism, student

attendance and disciplinary records, student grades, individual student growth on formative assessments, and overall function of the grant coordinator, the principal and the leadership team on campus.

Spring, 2013

Analysis of data from spring semester will be analyzed by the teacher teams and the Leadership Team to make certain all students are on track to accomplish the overall goals of the project. Feedback will be given to teachers on an ongoing basis through the formative classroom observations and teacher appraisal system. Student and parent data will be gathered through surveys to ascertain school climate.

Summer, 2013

The grant manager and grant coordinator will finalize any required reports from TEA and make assurances that all documentation pertaining to the comprehensive school reform process is collected and archived.

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Schedule #4B—Program Description		
Part 3: Intervention Model		
Section B: Model Selection Process Cont. Responses are limited to <i>five pages</i> , front side only, with a font size no smaller than 9 point (Arial or Verdana).		

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Schedule #4B—Program Description

Part 3: Intervention Model

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

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Section C: Groups of Participants – List the groups of participants who will actively assist in the process to select a school intervention model that aligns to the identified needs of the campus.			
1	District leadership (Superintendent, Board member, Assistant Superintendent for Instruction)		
2	Instructional Office content area support personnel at district office		
3	Campus instructional leadership team including principal, teachers, social worker, curriculum specialist		
4	Campus parents		
5	Community members and volunteers		
6	Science specialists		
7			
8			
9			
10			

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

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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
1A	Improve Student Achievement in Reading/ELA	Low and inconsistently performing campus; scores below state average	Best practices and focus in the classroom produce increased student achievement (Marzano)	10-1-2010	6-30-2013
1A	Improve Student Achievement in Mathematics	Erratic and low scores in mathematics, significantly below state averages for passing TAKS	Best practices and focus in the classroom produce increased student achievement (Marzano)	10-1-2010	6-30-2013
1A	Improve African American Student Achievement in Reading/ELA	Subpopulation scores are significantly lower than other groups and much lower than aggregate	Best practices and focus in the classroom produce increased student achievement (Marzano)	10-1-2010	6-30-2013
1A	Improve Student Achievement in Science	Erratic and low scores in mathematics, significantly below state averages for passing TAKS	Best practices and focus in the classroom produce increased student achievement (Marzano) Effect of hands-on learning (NSTA)	10-1-2010	6-30-2013
1A	Improve African American Student Achievement in Mathematics	Subpopulation scores are significantly lower than other groups and much lower than aggregate	Best practices and focus in the classroom produce increased student achievement (Marzano)	10-1-2010	6-30-2013
4A	Enhance students' background knowledge and vocabulary through enrichment and field trips	Improved knowledge of the world will help students attend to subject matter more fully	Vygotsky's theory on the zone of proximal development supports wider knowledge for learning	10-1-2010	6-30-2013
2B	Improve classroom instruction by studying data and using it to adjust instruction	Data-drive decision making can improve classroom teaching and learning	The use of data is documented by many. Marzano clearly linked data to improvement.	7-1-2010	6-30-2013
1A	Improve achievement through more reading and writing in the content areas	Students do not spend enough time during the day actually reading or writing content	In a study of over 1 million students, writing in content has a direct correlation to improved scores (Reeves)	10-1-2010	6-30-2013

Add additional pages as needed.

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Critical Success Factor 2: Increase the use of Quality Data to Drive Instruction					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
2A	Train and assist teachers in how to effectively disaggregate and use data	Data-driven instruction improves instruction in the content areas	TEA and many others support the use of data to inform instruction (Hamilton, Halverson etal)	8-1-2010	6-30-2013
2B	Improve the systems for data collection	Ease of availability of data will help assure it is used effectively	Systemic improvement of support structures helps assure teachers can do their jobs (Wheatley, Hamilton et.al.)	7-1-2010	6-30-2013
2A	Organize and plan for data disaggregation meetings for the coming year	Well organized data helps teachers see trends and patterns of needs	Marzano, Lezotte, the SIRC and others utilize organizational frameworks for data research	7-1-2010	6-30-2013
2B	Utilize data to formulate a plan to improve African American achievement scores	We need to find the underpinnings to improve achievement in this subpopulation	Toldson and others have researched ways to improve African American achievement	7-1-2010	6-30-2013
1C	Collect and analyze formative classroom data to use in improving instruction	Ongoing, active data collection will allow mid-course corrections for instruction	TEA supports the use of both summative and formative data	7-1-2010	6-30-2013
1C	Collect and analyze response to intervention data to use in improving instruction	Ongoing, active data collection will allow mid-course corrections for instruction	TEA supports the use of both summative and formative data	8-26-2010	6-30-2013
2B	Collect and analyze science center information to design school based center	Well planned resource centers depend on information from expert sources	Information is needed to best design a science resource center/museum	7-1-2010	1-1-2011

Add additional pages as needed.

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Section D: Improvement Activities and Timeline (cont.)

Critical Success Factor 3: Increase Leadership Effectiveness

CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
3A	Organize a leadership team on the campus	Investment of others into the campus plan for improvement will help assure it is successful	The federal Institute for comprehensive school reform supports stakeholder involvement in change	10-1-2010	6-30-2013
7B	Provide leadership support in the form of leadership conferences included in the TEA model	Leadership is learned. Our school leaders need to broaden their understanding of campus leadership through conferences and courses	TEA supports this practice and requires attendance at the leadership institute as part of the Transformation Model	10-1-2010	6-30-2013
7B	Provide instructional leaders on campus	Experienced teachers have much to share with those less experienced	The mentoring model for teacher development has long been touted (Darling Hammond)	8-26-2010	6-30-2013
7B	Provide leadership support in the form of leadership conferences at different institutions and professional development such as NSDC	Leadership is learned. Our school leaders need to broaden their understanding of campus leadership through conferences and courses	TEA supports this practice Zhao also talks about the importance of assisting leaders to become better	7-1-2010	6-30-2013

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Critical Success Factor 4: Improve Learning Time					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
4A	Extend school year by at least 20 days	Additional time on task should help students not regress as often happens during hiatus	Additional time on task is well documented in many research studies to assist in student achievement	10-1-2010	6-30-2013
4A	Utilize early release days for enrichment learning of students	Background knowledge and vocabulary are more thoroughly acquired through direct experience	Full participation of students in the learning process builds their fundamental knowledge base (Vygotsky, others)	10-1-2010	6-30-2013
7B	Improve the level of competence in primary (first) instruction	The first instruction should be the best instruction. Students could benefit from excellent instruction from the beginning.	If students gain knowledge the first time around, they do not need intervention or additional instructional supports	10-1-2010	6-30-2013
1A	Improve achievement through more reading and writing in the content areas	Students do not spend enough time during the day actually reading or writing content	In a study of over 1 million students, writing in content has a direct correlation to improved scores (Reeves)	10-1-2010	6-30-2013
6B	Decrease discipline referrals	If students are in class and not in a disciplinary setting, they will learn more	Reduced disciplinary issues allows for students to remain in class	10-1-2010	6-30-2013
6A	Increase attendance at school	If students are in class, they will learn more	Increased learning time helps students achieve at higher levels	10-1-2010	6-30-2013
4B	Enhance lesson design and implement criteria for engaging lessons	Students actively engaged with meaningful lessons obtain the confidence to be risk takers	Lessons that are interesting to students are more intrinsically engaging, helping them take learning risks (Strickland)	10-1-2010	6-30-2013
6A, 5A	Research and design an excellent science resource center	Appropriate and challenging materials make science instruction more meaningful	Involvement of many in design will result in a better science center	7-1-2010	1-1-2011
6C	Science resource center use will improve science learning	Appropriate and challenging materials make science instruction more meaningful	National Science Teachers Association calls for real world, relevant science experiences	8-1-2010	Ongoing
Add additional pages as needed.					

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Critical Success Factor 5: Increase Parent/Community Involvement					
CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date
5C	Increase parent/community involvement through a parent liaison	Schools whose parents and community are involved tend to have better achievement	Parent involvement is a key success factor in schoolwide Title IA schools	10-1-2010	6-30-2013
5B	Increase parent/community involvement through parent classes	Opening the school to additional opportunities would make the school the center of the community and improve its climate	Schools as community centers was proposed by Darling-Hammond as a way to improve the school in its community	10-1-2010	6-30-2013
5A	Enhance/improve the volunteer program at the school	Schools that have active volunteerism have opportunities to assist students with one-on-one help	Volunteers/mentors have provided students with the individualized assistance they need to achieve	10-1-2010	6-30-2013
5A	Design the science resource center with community and parents on committee	Large group involvement assures more buy in for use of the center	Collaborative planning process (Center for Comprehensive School Reform)	7-1-2010	1-1-2011
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
6A	Enhance students' attachment to school with enrichment sessions	If students care about coming to school, they are more likely to be engaged and attend regularly.	The Lighted Schoolhouse effort tried to create a school community by providing enrichment to students.	10-1-2010	6-30-2010
3C	Increase teacher input and choice in their work situation	Teachers who have a say in their work situation will likely be happier and attend consistently	The federal institute on comprehensive school reform indicates teacher/stakeholder buy in as a key ingredient	10-1-2010	6-30-2010
5A	Increase parent/community involvement through a parent liaison	Schools whose parents and community are involved tend to have better achievement	Parent involvement is a key success factor in schoolwide Title IA schools	10-1-2010	6-30-2010
5B	Increase parent/community involvement through parent classes	Opening the school to additional opportunities would make the school the center of the community and improve its climate	Schools as community centers was proposed by Darling-Hammond as a way to improve the school in its community	10-1-2010	6-30-2010

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Part 3: Intervention Model Section D: Other Improvement Activities and Timeline (cont.)
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CSF Milestone	Additional Improvement Activity	Rationale	Supporting Research	Timeline Begin Date	Timeline End Date

Add additional pages as needed.

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

Part 4: Waiver Requests

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

☒ X Extending the period of availability of school improvement funds.

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

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

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

Under this waiver, the LEA with an eligible Tier I or Tier II campus implementing the turnaround model or restart model may have their School Improvement status reset regardless of the actual AYP status and other school improvement interventions, such as School Choice and Supplemental Education Services (SES) would not be applicable. This waiver allows the campus two years to effectively implement the selected turnaround or restart model of reform without additional statutory school improvement interventions being required.

☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

This waiver allows a Tier I Title I campus that otherwise does not qualify to operate a Schoolwide program to do so in order to implement the Tier I reform model selected.

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Texas Title I Priority Schools Grant		
Schedule #4C—Performance Assessment and Evaluation		
Part 1: Component Description. By submitting this application, the applicant agrees to comply with any reporting and evaluation requirements that TEA may establish and to submit the reports in the format TEA requests. (Response limited to one page each, font size no smaller than 9 pt, Arial or Verdana)		
Section A: Ongoing Monitoring/Continuous Improvement - Describe the LEA/campus' process for providing on-going monitoring of grant activities to ensure continuous improvement		
<p>There will be many monitoring opportunities throughout the life of the grant deriving from systems of observation that are summative or formative in nature. The following types of monitoring are planned:</p> <p><u>Student Achievement</u></p> <ul style="list-style-type: none"> Weekly data reviews by team Biweekly monitoring of student learning levels Daily monitoring of student acquisition of math skills and concepts Biweekly monitoring of students' response to intervention As administered monitoring of district benchmarks Weekly review of student achievement in grade level meetings Classroom monitoring with district walk through form and teacher appraisal instrument <p><u>School Climate</u></p> <ul style="list-style-type: none"> Monthly monitoring of student attendance Monthly monitoring of student discipline referrals Monthly survey of students regarding early release day learning Twice annual surveys of parents/community members regarding school <p><u>Teacher Quality</u></p> <ul style="list-style-type: none"> Feedback after each professional development session Walk through observation of new techniques being used in classroom (evidence of professional development) Assurance that professional development is actually improving student achievement (analyzing data) New teacher appraisal system which includes rewards/incentives for increased student achievement <p><u>Increased/Improved Learning Time</u></p> <ul style="list-style-type: none"> Evidence of student attendance at early release learning times and summer sessions Feedback from students regarding their use of the science resource center 		

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Section B: Formative Evaluation- Describe the LEA/campus' process for formative evaluation, including how the results of the evaluation will be used to improve the grant program		
<p>Regular review of data from the campus will be part of the role of the Thomas J. Rusk Transformation Team. On a regular basis they will look at data submitted from the campus in order to adjust the plan for the school. When data is used in this manner to improve the process and end products, it is considered formative assessment. Led by the grant coordinator the Thomas J. Rusk Transformation Team will be introduced to many elements of data for their consideration in the formulation of the plan.</p> <p>One main aspect of formative evaluation planned for Thomas J. Rusk is the use of reading running records and a reading assessment wall which portrays the independent reading level of every child on campus. This is a visual representation of exactly how well the reading program is performing in helping students become more competent readers. A similar model is developed for ongoing, formative assessment of mathematics skills and concept development within our math adoption, Everyday Math. The third main piece of student formative assessment is the Response to Intervention system which is updated every two weeks with additional information on how well students are being served in their learning goals. These data sets will be key to the analysis of data on a weekly basis by the teacher groups.</p> <p>Additional information on student achievement will be gained by follow up discussions, writing and feedback from students after they visit the science resource center. When applied appropriately, district benchmark data may also be utilized as formative data.</p> <p>Formative information on teaching will be gathered using the district walk through observation form which categorizes research-based practices that result in higher student performance. In addition the new teacher appraisal system, which will include a formula for earning rewards/incentives will be developed which will include both the formative student achievement information, walk through data and ongoing observations by professional development specialists and summative information on how well students performed on such instruments as TAKS.</p>		

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Section C: Qualitative and Quantitative Data Collection Methods- Describe the LEA/campus' process for data collection methods to be implemented and 1) how the data will be disaggregated; 2) used to improve instruction; and 3) obtain continuous improvement results		
<p><u>Qualitative:</u></p> <p>Thomas J. Rusk Elementary leadership team will use the following methods for gathering qualitative data:</p> <ul style="list-style-type: none"> Walk through observation forms which are already part of district assessment The new teacher appraisal system form to be developed by the leadership team Parent surveys which will be utilized twice per year Student surveys which will be utilized twice per year Informal information will also be gathered through conversations and feedback from professional consultants working with teachers Informal feedback from students following use of the science resource center <p>Qualitative data will be part of the weekly data meetings and the biweekly vertical team meetings. This information will be examined to determine whether the school is on target with its planned innovations. Adjustments can be made based on the type of feedback provided.</p> <p><u>Quantitative:</u></p> <p>Thomas J. Rusk Elementary leadership team will use the following methods for gathering quantitative data:</p> <ul style="list-style-type: none"> Reading running records completed on each child every 2 weeks Response to intervention documentation maintained for each child on Tiers II or III data for grades preK-2 Formative concept/skill data from mathematics program Student and teacher attendance data Student discipline data District benchmark data <p>All quantitative data are gathered regularly within the district and reported out to the instruction department or the business office (attendance). The information on TPRI, TAKS, and district benchmarks is available on the DMAC data disaggregation system. The data will be reviewed on a regular basis (weekly for grade level teams; biweekly for vertical teams). Data from benchmarks will be utilized to identify students who need help in the form of interventions. In addition any areas which highlight additional instruction needed can be planned for. TAKS and data will be disaggregated by ethnic subpopulation, LEP, low income, at risk, and SPED groups. Reading running records will be disaggregated by individual student to record the actual independent reading level of each child. Regular meetings will allow staff to quickly adjust instruction should gaps be noted.</p>		

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Schedule # 4C—Performance Assessment and Evaluation		
Part 2: Process for Development of Performance Goals		
Describe the process to be implemented to develop the campus' performance goals. Include the groups participating in the development of the goals. Responses are limited to two pages , front side only, with a font size no smaller than 9 point (Arial or Verdana).		
<p>Chief in the consideration of setting performance goals for Thomas J. Rusk Elementary, the Thomas J. Rusk Transformation Team will look at current and historical TAKS data in comparison to state achievement goals set through the 2013-14 school year. This data is the standard against which we must prepare performance goals. This work begins with the main oversight group called the Thomas J. Rusk Transformation Team led by the grant coordinator.</p> <p>Because the role of this group is to look at data, put in place a plan and analyze results, it only makes sense for them to begin with the end in mind. This process of backward design by McTighe and Wiggins allows any group to decide the final outcome desired and, using the timeframe available, put in incremental steps to meet those goals.</p> <p>A second crucial team is the leadership team on campus. The principal and the curriculum specialist will be members of both teams. As such they will be able to transfer the goals and objectives of the larger, community based group to all teacher groups within the school. As part of their analysis of data, teachers will be involved in the deep disaggregation of data. Their input is critical when developing performance goals for the school. Because they know the current levels of student performance, set the expectation for students to improve, and know the final outcomes needed, teachers are the main engines for achievement of the goals.</p> <p>This work will take place early in the grant in order to determine goals for the school. Formative assessments on each student will be used to make realistic interim goals as all students strive to meet the overall achievement goals. Extensive use of the assessment wall, leveled book room and reading running records will help in setting the goals for reading. Mathematics interim goals will be set through use of the Everyday Math text, teacher materials and online assessments. As students work through each unit, short term assessments are available to guide the work. This information will be taken into consideration as performance goals are set for every area.</p> <p>With the expectation that all students will meet federal performance goals by the year 2013-14, we will begin with those long-range goals and set interim goals along the way. Primarily the teachers and leadership team will be guided through the process of short-term goal setting with the Thomas J. Rusk Transformation Team setting the ultimate goals of the grant.</p> <p>In weekly meetings of teacher teams when analyzing data, teachers will review student achievement and set goals for each child. If a pattern of not meeting the goal is noticed, the child will be referred for the response to intervention process. As the student makes progress on the RTI system, their growth will be monitored as a step toward meeting the interim goals.</p> <p>The Thomas J. Rusk Transformation Team at its regular meetings will take on the process of determining the long-range goals. This work will start in the summer of 2010 and continue until goals are developed. Should goals need revision during the period of the grant, that work will take place at regular meetings. Data will be shared and the team will analyze the federal expectations for achievement. In addition, because the science resource center is such a significant part of this grant application, data on the use and efficacy of the center will be analyzed and performance goals set as well.</p>		

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Empty space for response		

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student Achievement in Reading/ELA	TAKS	75%	80%	90%	90%
2	Improve Student Achievement in Mathematics	TAKS	65%	75%	85%	90%
3	Improve African American Achievement in Reading/ELA	TAKS	65%	70%	90%	90%
4	Improve African American Achievement in Mathematics	TAKS	46%	70%	85%	90%
5	Increase student achievement in science	TAKS		55%	65%	75%

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	Establish weekly data meetings by grade level	Written record	N/A	100%	100%	100%
2	Provide regular vertical data disaggregation meetings for staff	Agenda, written record	N/A	100%	100%	100%
3	Increase evidence of best practices used in classroom by all teachers	Observations, appraisals	N/A	80%	90%	100%
4	Use reading assessment chart on weekly basis to adjust reading instruction	Written record	N/A	100%	100%	100%
5	Review RTI documentation weekly	Written record	N/A	100%	100%	100%
6	Assure students have access to science resource center	Schedule	N/A	N/A	100%	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	Increase Teacher Involvement in campus decision making	Survey	N/A	60%	75%	90%
2	Increase Parent/community involvement	Sign in Sheets, Survey	N/A	55%	70%	85%
3	Improve Student achievement	TAKS,	N/A	70% pass	80% pass	90% pass
4	Incorporate best practices in classroom = increased achievement	Teacher Appraisal	N/A	80%	90%	90%
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase student learning hours	PEIMS	N/A	40 hours/ Student	40 hours/ Student	40 hours/ Student
2	Increase time in content learning	Master schedule	N/A	1 hour/ week	1 hour/ week	1 hour/ week
3	Extend school year	PEIMS	N/A	40 hours/ Student	40 hours/ student	40 hours/ student
4						
5						

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase Parent Involvement	Sign in Sheets	15%	35%	55%	70%
2	Increase Volunteer involvement	Sign in Sheets of hours	200 hours	500 hours	1000 hours	1500 hours
3	Improve Parent Satisfaction	Parent Survey	N/A	55%	70%	85%
4	Increase access to computer technology for students	Student Survey	N/A	50%	100%	100%
5						

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Improve Student attendance	PEIMS records	96%	97%	98%	98%
2	Increase Parent involvement	Sign in sheets	15%	35%	55%	70%
3	Improve Student engagement; decrease disciplinary action	Discipline referrals, Surveys	23%	15%	12%	10%
4	Improve Teacher satisfaction	Surveys	N/A	60%	80%	90%
5	Increase Teacher attendance	Payroll records		80%	85%	90%

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Schedule # 4C—Performance Assessment and Evaluation

Part 3: Annual Performance Goals

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

#	Performance Measure	Assessment Instrument/ Tool	Most Recent Year Performance	Year 1 Progress Goal	Year 2 Progress Goal	Year 3 Progress Goal
1	Increase professional development to improve instruction	Sign in sheets	70%	100%	100%	100%
2	Increase use of best practices in classroom	Walk through observations	20%	70%	90%	100%
3	Improve retention of teachers on campus	Human resource records	65%	80%	85%	90%
4	Develop plan for continuous teacher improvement	Appraisal instrument	N/A	50%	80%	90%
5						

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

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

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

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

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

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

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

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Texas Title I Priority Schools Grant Schedule #5—Program Budget Summary				
Program Authority: P.L. 107-110, Section 1003(g), as amended by ARRA, P.L. 111-5 CFDA # 84.388A & 84.377A		Fund Code ARRA (CFDA# 84.388A): 286 Regular (CFDA# 84.377A): 276		
Project Period: August 1, 2010 through June 30, 2013				
Class/Object Code and Description	Campus Grant Costs	LEA Admin Grant Costs	Pre-Award Cost	Total Grant Funds Budgeted
Payroll Costs	5B 6100	\$ 1080000	\$ 50000	\$ 1080000
Professional and Contracted Services	5C 6200	550000	75000	550000
Supplies and Materials	5D 6300	675000	50000	675000
Other Operating Costs	5E 6400	225000	20000	225000
Capital Outlay (Exclusive of 6619 and 6629) (15XX for charter schools only)	5G 6600/15XX	427000	100000	427000
Total Direct Costs		2957000	295000	2957000
% Indirect Costs				
Grand Total				
Total Budgeted Costs:		\$ 2957000	\$	\$ 295000
				\$ 2957000
Administrative Cost Calculation				
Enter total amount from Schedule #5 Budget Summary, Last Column, Total Budgeted Costs				
Multiply by (% limit)				X
Enter Maximum Allowable for Administration, including Indirect Costs				\$

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Texas Title I Priority Schools Grant		
Schedule #5—Program Budget Summary		
Budget Request by Grant Year: Enter the amount of grant funds requested for each year of the three year grant period.		
Year 1: SY 2010-2011 \$850000 Year 2: SY 2011-2012 \$1300000 * Year 3: SY 2012-2013 \$80700 * * 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		
Empty space for explanation		

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Texas Title I Priority Schools Grant Schedule #5B—Payroll Costs (6100)						
Budgeted Costs						
Employee Position Titles		Justification	#Full-Time Effort	#Part-Time Effort	Pre-Award	Amount Budgeted
Instruction						
1	Teacher				\$	\$
2	Educational Aide					
3	Tutor					
Program Management and Administration						
4	Project Director					
5	Project Coordinator					
6	Teacher Facilitator	Instructional support	2			400,000
7	Teacher Supervisor					
8	Secretary/Administrative Assistant					
9	Data Entry Clerk					
10	Grant Accountant/Bookkeeper					
11	Evaluator/Evaluation Specialist					
Auxiliary						
12	Counselor					
13	Social Worker					
14	Child Care Provider					
15	Community Liaison/Parent Coordinator	Connect to community/parents	1			150,000
16	Bus Driver					
17	Cafeteria Staff					
18	Librarian					
19	School Nurse					
Other Employee Positions						
22	Title:					
23	Title:					
24	Title:					
25	Title:					
26	Subtotal Employee Costs				\$	\$ 550000
Substitute, Extra-Duty, Benefits						
27	6112	Substitute Pay			\$	\$
28	6119	Professional Staff Extra-Duty Pay				450,000
29	6121	Support Staff Extra-Duty Pay				80,000
30	6140	Employee Benefits				
31	Subtotal Substitute, Extra-Duty, Benefits Costs				\$	\$ 530000
32	Grand Total Payroll Budget (line 26 + line 31)				\$	\$108000

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Schedule #5C- Itemized 6200 Professional and Contracted Services Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Amount Budgeted
6212	Audit Costs (other than audits required under OMB Circular A-133)			\$	\$
	Specify purpose: _____				
6269	Rental or Lease of Buildings, Space in Buildings, or Land				
	Specify purpose and provide calculation: _____				
6299	Contracted Publication and Printing Costs (specific approval required only for nonprofit charter schools)				
	Specify purpose: _____				
6299	Scholarships and Fellowships (not allowed for nonprofit charter schools)				
	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
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): Coordinating all aspects of grant performance and reporting, organizing data team, providing support to principal and campus					
Contractor's Cost Breakdown of Service to be Provided			# Positions	Total Contracted Amount	Pre-Award
Contractor's Payroll Costs			1	\$ 130,000	\$
Title: District grant coordinator					
Subgrants, Subcontracts, Subcontracted Services					
Supplies and Materials					
Other Operating Costs				20,000	
Capital Outlay (Subgrants Only)					
Indirect Cost (____%)					
Total Payment:				\$ 150,000	\$
					\$ 150,000

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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): Provide enrichment classes for students weekly. Coordinate and hire providers for these classes.				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs	1	\$	\$	\$
Title: _____ Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
3. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____ Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
4. Description of Professional or Consulting Service (Topic/Purpose/Service): 				
Contractor's Cost Breakdown of Service to be Provided	# Positions	Total Contracted Amount	Pre-Award	Total Amount Budgeted
Contractor's Payroll Costs		\$	\$	\$
Title: _____ Subgrants, Subcontracts, Subcontracted Services				
Supplies and Materials				
Other Operating Costs				
Capital Outlay (Subgrants Only)				
Indirect Cost (____%)				
Total Payment:		\$	\$	\$
Subtotal: Professional and Consulting Services Greater Than or Equal to \$10,000:		\$	\$	\$
Subtotal of Professional and Contracted Services Costs Requiring Specific Approval:				
Subtotal of Professional and Consulting Services or Subgrants Less than \$10,000:				
Subtotal of Professional and Consulting Services Greater than or Equal to \$10,000:		150,000		150,000
Remaining 6200- Professional and Contracted Services that do not require specific approval:		400000		400000
Grand Total:		550,000		550,000

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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			\$	\$ 100,000	
	#	Type	Purpose			Quantity
	1					
	2					
	3	Keyboard devices (Neo)	Provide student one-to-one access			320
	4					
5						
6399	Technology Software- Not Capitalized				25,000	
6399	Supplies and Materials Associated with Advisory Council or Committee					
Total Supplies and Materials Requiring Specific Approval:					125000	
Remaining 6300- Supplies and Materials that do not require specific approval:					550,000	
Grand Total				\$	\$675000	

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Schedule #5E - Itemized 6400 Other Operating Costs Requiring Specific Approval					
Expense Item Description				Pre-Award	Total Budgeted
6411	Out of State Travel for Employees (Includes registration fees) Specify purpose: _____			\$	\$ 50000
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:					50000
Remaining 6400 – Other Operating Costs that do not require specific approval:					175000
Grand Total				\$	\$ 225000

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Schedule #5G - Itemized 6600/15XX Capital Outlay- Capitalized Assets Regardless of Unit Cost (15XX is for use by Charter Schools sponsored by a nonprofit organization)					
	Description/Purpose	Unit Cost	Quantity	Pre-Award	Total Budgeted
6699/15XX- Library Books and Media (capitalized and controlled by library)					
1					
66XX/15XX- Technology Hardware - Capitalized					
2	Laptops	800	400		320000
3	Interactive Smart Boards	1500	20		30000
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	Exhibit tables and installations	2,000	12		24,000
20	Student chairs/ergonomic	50	100		5,000
21	Science lab tables/modules	8000	6		48,000
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:					427,000

SCHEDULE #6A GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>174-904</u> County-District No.
Texas Title I Priority Schools Grant		

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>174-904</u> County-District No.
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- L. Financial Management and Accounting:** Grantee assures it will maintain a financial management system that complies with federal standards established in 34 CFR 80.20 and 74.21 and that provides for accurate, current, and complete disclosure of the financial results of each grant project. The financial management system records will identify adequately the source and application of funds and will contain information pertaining to grant awards, authorizations, obligations, unobligated balances, assets, outlays (i.e., expenditures), income, and interest. Fiscal control and accounting procedures will permit the tracing of funds to a level of expenditure adequate to establish that funds have been used in accordance with the approved grant application. The applicant agrees to maintain effective control over and accountability for all funds, property, and other assets. Public school districts, open enrollment charter schools, and regional education service centers in Texas must comply with the accounting requirements in the Financial Accounting and Reporting (FAR) module of the *Financial Accountability System Resource Guide*, Texas Education Agency (34 CFR 74.21; 34 CFR 80.20; TEA *Financial Accountability System Resource Guide*).
- M. Expenditure Reports:** Contractor shall submit expenditure reports in the time and manner requested by Agency as specified in the instructions to the Standard Application System (SAS) which are incorporated by reference. Unless otherwise specified, interim reports are due to TEA within 15 days after the end of each reporting period. Unless otherwise specified, the final expenditure report is due within 30 days after the ending date of the grant. Revised expenditure reports, where the grantee is claiming additional expenditures beyond that originally requested, must be submitted within 60 days after the ending date of the grant, or as specified in the applicable Program Guidelines.
- N. Refunds Due to TEA:** If Agency determines that Agency is due a refund of money paid to Contractor pursuant to this contract, Contractor shall pay the money due to Agency within 30 days of Contractor's receipt of written notice that such money is due to Agency. If Contractor fails to make timely payment, Agency may obtain such money from Contractor by any means permitted by law, including but not limited to offset, counterclaim, cancellation, termination, suspension, total withholding, and/or disapproval of all or any subsequent applications for said funds.
- O. Records Retention:** Contractor shall maintain its records and accounts in a manner which shall assure a full accounting for all funds received and expended by Contractor in connection with the contract project. These records and accounts shall be retained by Contractor and made available for programmatic or financial audit by Agency and by others authorized by law or regulation to make such an audit for a period of not less than five years from the date of completion of the contract project or the date of the receipt by Agency of Contractor's final claim for payment or final expenditure report in connection with this contract, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed.
- Contractor understands that acceptance of funds under this contract acts as acceptance of the authority of the State Auditor's office, or any successor agency, to conduct an audit or investigation in connection with those funds. Contractor further agrees to cooperate fully with the State Auditor's Office or its successor in the conduct of the audit or investigation, including providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.
- P. Time and Effort Recordkeeping:** For those personnel whose salaries are prorated between or among different funding sources, time and effort records will be maintained by Applicant that will confirm the services provided within each funding source. Applicant must adjust payroll records and expenditures based on this documentation. This requirement applies to all projects, regardless of funding source, unless otherwise specified. For federally funded projects, time and effort records must be in accordance with the requirements in the applicable OMB cost principles.
- Q. Forms, Assurances, and Reports:** Contractor shall timely make and file with the proper authorities all forms, assurances and reports required by federal laws and regulations. Agency shall be responsible for reporting to the proper authorities any failure by Contractor to comply with the foregoing laws and regulations coming to Agency's attention, and may deny payment or recover payments made by Agency to Contractor in the event of Contractor's failure so to comply.
- R. Intellectual Property Ownership:** Contractor agrees that all Works are, upon creation, works made for hire and the sole property of TEA. If the Works are, under applicable law, not considered works made for hire, Contractor hereby assigns to TEA all worldwide ownership of all rights, including the Intellectual Property Rights, in the Works, without the necessity of any further consideration, and TEA can obtain and hold in its own name all such rights to the Works. Contractor agrees to maintain written agreements with all officers, directors, employees, agents, representatives and subcontractors engaged by Contractor for the Contract Project, granting Contractor rights sufficient to support the performance and grant of rights to TEA by Contractor. Copies of such agreements shall be provided to TEA promptly upon request.

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

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

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

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

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

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

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

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

SCHEDULE #6A – cont. GENERAL PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	 <u>174-904</u> County-District No.
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LL. High-Risk Status, Special Conditions, and Enforcement Actions: Pursuant to the provisions in 34 CFR 80.12 and 74.14, a grantee may be identified by TEA as high-risk if the grantee has a history of unsatisfactory performance; is not financially stable; has a financial management system that does not meet federal financial management standards or the requirements in TEA's Financial Accounting and Reporting (FAR) module; has not conformed to terms and conditions of previous awards; or is otherwise not responsible. TEA may impose one or more special conditions or restrictions on a high-risk grantee, including payment on a reimbursement basis; withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given funding period; requiring additional, more detailed financial reports; additional project monitoring; requiring the grantee to obtain technical or management assistance; establishing additional prior approvals; or other conditions that may be legally available. A grantee identified as high-risk will be notified in writing by TEA of the special conditions imposed and the process for removing the high-risk status and special conditions.

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

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

Rev. 03/2010

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

SCHEDULE #6 B Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>174-904</u> County-District No.
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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.11.

Terms defined: As used in these Provisions and Assurances

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

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>174-904</u> County-District No.
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6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled ***Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions***, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

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

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

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

SCHEDULE #6C. Lobbying Certification	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013 Required for all federally funded grants greater than \$100,000.	<u>174-904</u> County-District No.
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Submission of this certification covers all federal programs in this application, is required by the U. S. Department of Education and Section 1352, Title 31, of the United States Code, and is a prerequisite for making or entering into a subgrant or subcontract over \$100,000 with any organization. (Read instructions for this schedule for further information.)

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

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

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

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

11/89
 03/90

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

SCHEDULE #6D - Disclosure of Lobbying Activities	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>174-904</u> County-District No.
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	Complete this form to disclose lobbying activities for lobbying services procured (pursuant to 31 U.S.C. 1352). This disclosure form is required for any federal grant/contract received in excess of \$100,000 and on any subgrant/subcontract made by the grantee/contractor. (Read the instructions for this schedule for further information.) Do not sign and submit this disclosure form unless lobbying activities are being disclosed.	

Federal Program:			
Name:			
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): <u>21</u>	
6. Federal Department/Agency:		7. Federal Program Name/Description:	
		CFDA Number, if applicable: _____	
8. Federal Action Number, if known:		9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):		10. b. Individuals Performing Services (Including address if different from No. 10a; last name, first name, MI):	

(Attach Continuation Sheet(s), if necessary)

[ITEMS 11-15 REMOVED]

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

Federal Use Only: _____ Standard Form LLL

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	<u>174-904</u> County-District No.
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- N. School Prayer:** The local educational agency certifies that it is in compliance with Section 25.901 of the Texas Education Code. In addition, as a condition of receiving funds under the No Child Left Behind Act, the local educational agency certifies that no policy of the local educational agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance provided by the U. S. Secretary of Education pertaining to such. The state educational agency shall report to the Secretary of Education each year a list of those local educational agencies that have not filed this assurance or against which complaints have been made to the State educational agency that the local educational agencies are not in compliance with this requirement (P. L. 107-110, section 9524(b)).
- O. Equal Access to Public Schools Facilities – Boy Scouts of America Equal Access Act:** No public elementary school, public secondary school or local educational agency that has a designated open forum or a limited public forum and that receives funds made available from the U. S. Department of Education shall deny equal access or a fair opportunity to meet, or to discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society), that wishes to conduct a meeting within that designated open forum or limited public forum, including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in Title 36 of the United States Code (as a patriotic society). For the purposes of this section, an elementary school or secondary school has a limited public forum whenever the school involved grants an offering to, or opportunity for, one or more outside youth or community groups to meet on school premises or in school facilities before or after the hours during which attendance at the school is compulsory. Nothing in this section shall be construed to require any school, agency, or a school served by an agency to sponsor any group officially affiliated with the Boy Scouts of America, or any other youth group listed in Title 36 of the United States Code (as a patriotic society). Compliance with this provision will be enforced through rules and orders issued by the Office for Civil Rights. If the public school or agency does not comply with the rules or orders, no funds made available through the Department of Education shall be provided by a school that fails to comply with such rules or orders or to any agency or school served by an agency that fails to comply with such rules or orders (P. L. 107-110, section 9525).
- P. General Prohibitions:** None of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P. L. 107-110, section 9526).
- Q. Armed Forces Recruiter Access to Students and Student Recruiting Information:** In accordance with guidance issued by the U. S. Department of Education, each local educational agency receiving assistance under the No Child Left Behind Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, address, and telephone listings, upon prior written consent of a student or the parent of a student. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent, and the local educational or private nonprofit school shall notify parents of the option to make a request and shall comply with any request. Each local educational agency receiving assistance under the No Child Left Behind Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students (P. L. 107-110, section 9528).
- R. Unsafe School Choice Option:** The local educational agency certifies that it shall establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the Texas Education Agency, or who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school (P. L. 107-110, section 9532).
- S. Civil Rights:** Nothing in the No Child Left Behind Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under the No Child Left Behind Act (P. L. 107-110, section 9534).

SCHEDULE #6E – cont. NCLB ACT PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Years 2010-2013	174-904 County-District No.
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- T. Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors:** The local educational agency assures that it is in compliance with Chapter 26 of the Texas Education Code concerning parental rights and responsibilities. In addition, the local educational agency receiving funds under the No Child Left Behind Act certifies that it shall develop and adopt policies, in consultation with parents, regarding certain rights of a parent to access and inspect information; student privacy; the administration of physical examinations or screenings (except for examinations or screenings required by state law); and the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information. The local educational agency also assures that it is in compliance with the requirements for annually notifying parents of such policies and specific events (P. L. 107-110, Title X, Part F, section 1061).
- U. Assurances related to the education of homeless children and youths:**
- (1) The LEA assures that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
 - (2) The LEA assures that homeless children and youth are afforded the same free, appropriate public education as provided to other children and youth.
 - (3) The LEA assures that it will review and undertake steps to revise any laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.
 - (4) The LEA assures that it will not separate students from the mainstream school environment on the basis of homelessness alone.
 - (5) The LEA assures that homeless children and youth have access to the education and other services that they need to in order to meet the same challenging State student academic achievement standards to which all students are held.
- V. Definitions:** The following terms shall be defined as follows for programs authorized and carried out under the No Child Left Behind Act of 2001:
1. **Charter School:** An open enrollment charter school receiving federal funds of any type must meet the federal definition of a charter school as provided in P. L. 107-110, Section 5210(1). The term "charter school" means a school that:
 - (A) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and control;
 - (B) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency [i.e., the State Board of Education (SBOE)];
 - (C) provides a program of elementary or secondary education, or both;
 - (D) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
 - (E) does not charge tuition;
 - (F) complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act;
 - (G) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
 - (H) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (I) meets all applicable Federal, State, and local health and safety requirements;
 - (J) operates in accordance with State law; and
 - (K) has a written performance contract with the authorized public chartering agency in the State (i.e., SBOE) that includes a description of how student performance will be measured pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the SBOE.
 2. **Community-Based Organization:** A public or private nonprofit organization of demonstrated effectiveness that is representative of a community or significant segment of a community and that provides educational or related services to individuals in the community.
 3. **Core Academic Subjects:** English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, art, history, and geography.

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4. Highly Qualified:

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

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

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6. Professional Development includes activities that:

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

7. Scientifically Based Research:

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

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

8. Teacher Mentoring: Activities that-

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

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

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

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

Revised 03/03

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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	174-904 County-District No.
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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

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	174-904 County-District No.
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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:

- The grantee organization's DUNS number (TEA will need to collect this information from grantees)
- The grant award number (i.e., NOGA ID number) assigned by TEA (TEA will have this information on file)
- 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)
- 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)
- The (federal) Congressional district number
- The grantee organization type (i.e., independent school district, nonprofit organization, etc) (TEA will have this information on file)
- The total amount of the grant award (TEA will have this information on file)
- The total amount paid to the grantee as of date of report (TEA will have this information on file)
- 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.)
- 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.)
- 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.)
- 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:

- The total number of grants awarded less than \$25,000 (TEA will have this information on file)
- The total award (aggregate) amount for all grants less than \$25,000 (TEA will have this information on file)
- 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).

SCHEDULE #6F PROGRAM-SPECIFIC PROVISIONS & ASSURANCES	TEXAS EDUCATION AGENCY Standard Application System School Year 2010-2013	<u>174-904</u> County-District No.
Texas Title I Priority Schools Grant		

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